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University of Massachusetts Boston: Campus Climate Project Final Report, September 2013

Rankin & Associates, Consulting

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Assessment • Planning • Interventions

University of Massachusetts Boston

Campus Climate Project Final Report

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Executive Summary

The University of Massachusetts Boston is dedicated to fostering a caring university community that provides leadership for constructive participation in a diverse, multicultural world. The University has a long history of supporting initiatives that foster an inclusive living, learning, and working environment. The University's mission statement[1] offers the commitment of the institution to supporting an inclusive environment. The University also includes diversity and inclusion among its seven core values[2] indicating its importance.

UMass Boston's long term commitment to diversity and inclusion is evident in the curriculum, in research, and in the commitment to community engagement and participation. As an example, UMass Boston initiated a diversity general education requirement supporting the belief that "the explicit study of the diversity of the world's peoples is an essential component of an undergraduate education".[3]

The commitment to diversity and inclusion is also manifested in the broad array of Centers and Institutes, and student support services offered by the University. For example some of the Student Resource Centers[4] include the International Student and Scholar Services, the Institute for Community Inclusion, Student Veterans' Center, Women's Center, CASA Latina, Black Student Center, and Queer Student Center. UMass Boston also has 52 interdisciplinary research organizations that bring faculty and students together from across the university to pursue research, teaching, and service on broad scholarly and social topics.[5] Some of these include the Center for Social Development and Education; Institute for Community Inclusion, Institute for New

[1] http://www.umb.edu/the_university/mission_values
[2] http://www.umb.edu/the_university/mission_values
[3] http://www.umb.edu/academics/vpass/undergraduate_studies/general_education_requirements/diversity_requirement
[4] For more information on Student Resource Centers at UMass Boston, please visit http://www.umb.edu/life_on_campus/student_involvement/activities/resource_centers
[5] For more information on UMass Boston Centers and Institutes please visit http://www.umb.edu/research/institutes_centers

England Native American Studies, Center for Peace, Democracy, and Development, and the Center for the Study of Gender, Security, and Human Rights.

The implementation of the campus climate assessment is further evidence of UMass Boston's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of the project was to conduct a campus-wide assessment to gather data related to institutional climate, inclusion, and work-life issues in order to examine the learning, living, and working environments at the University for students, faculty, and staff. The study included two major phases: 1) data gathering from a population survey informed by extensive campus community input; and 2) the development of strategic initiatives by the University to build on institutional successes, address institutional climate challenges and promote institutional quality. This is the first ever such climate assessment at the University, and will provide information that will assist the University in achieving its strategic planning goals.[6]

This report provides an overview of the results of the campus-wide survey. The report only offers the results from UMass Boston and does not include comparisons to other institutions. Qualitative comments offered by participants are provided throughout the narrative. These comments are in response to specific quantitative questions and are offered to provide "voice" to the data. Appendix A contains the commentary offered by respondents for the last two open-ended questions that were not linked to any particular quantitative question. A summary of the findings is presented in bullet form below.

[6] http://www.umb.edu/the_university/strategicplan/implementation

Sample Demographics

UMass Boston community members completed 2,193 surveys for a response rate of twelve percent. Researchers suggest that when response rates are less than a 30% that caution should be used in generalizing those results to a population. Therefore, while the overall response rate requires caution in generalizing the results of this assessment to the entire population at UMass Boston there are several sub-groups where generalizations may be offered. These include all women, all faculty members, and all staff members. More detailed information on the response rates of various sub-groups is offered in Table 1 of the narrative.

The sample included:

- 1,462 (67%) students; 259 (12%) faculty; 470 (21%) staff [7]
- 792 (36%) People of Color;[8] 1,293 (59%) White respondents
- 441 respondents (20%) who self-identified as having disabilities or conditions that affect major life activities
- 1,711 (80%) heterosexual people, and 234 (11%) people who identified as lesbian, gay, bisexual, or queer; 25 respondents (1%) who were questioning their sexuality, and117 people (5%) who identified as asexual.
- 1,390 (63%) women; 777 (35.4%) men; 5 (<1%) transgender[9]
- 40% of respondents (n = 871) were affiliated with Christian religious denominations

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[7] Respondents that selected "Other" for their primary status were recoded as faculty, staff, or students whenever possible. Those recoded from "Other" to "Student" did not see student-only questions, so are not included in the "student only" analyses and tables throughout the narrative and in Appendix B. Those recoded from "Other" to "Faculty" or "Staff" were able to answer faculty and staff-only questions and so are included in all tables.

[8] While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses due to the small numbers of respondents in the individual categories. For demographics by individual racial categories, please see Figure 5 (p. 16).

[9] "Transgender" refers to identity that does not conform unambiguously to conventional notions of male or female gender, but combines or moves between these (Oxford English Dictionary 2003). OED Online. March 2004. Oxford UW Press. Feb. 17, 2006 http://dictionary.oed.com/cgi/entry/ 00319380 . Given the small number of transgender respondents, subsequent gender analyses do not include analyses by transgender. These respondents are included in all group analyses.

The survey instrument was designed for respondents to provide information about their personal experiences with regard to climate issues and work-life experiences, their perceptions of the campus climate, and their perceptions of institutional actions (e.g., administrative policies and academic initiatives regarding climate issues and concerns) on campus. The report offers the results on these three aspects of climate.

Quantitative Findings[10]

Experiences with Campus Climate[11]

- **22% of respondents (n = 478) believed[12] they had personally experienced exclusionary (e.g., stigmatized, shunned, ignored) intimidating, offensive, and/or hostile conduct (hereafter referred to as harassment)[13] within the past year. This includes respondents who indicated that the conduct interfered with their ability to work or learn and those who indicated that the conduct did not interfere with their ability to work or learn.[14] Respondents most often indicated the harassment was based on their position at UMass Boston, age, ethnicity, race, or the respondent indicated that they did not know the basis for the harassment. The data reported is based on participants' ability to respond to more than one response (e.g., a respondent could offer that the observed conduct was based on position and gender).**
    - 28% of respondents who experienced such behavior (n = 132) said the conduct was based on their position at UMass Boston. Others said they experienced such conduct based on their age (20%, n = 94), ethnicity (18%, n = 87), or race (16%, n = 78).

[10] The quantitative statistics reflect the n's and percentages of participants who responded to each question. The percentages may not add to 100 and the n's may not add to the total N for the question because respondents in some instances could mark more than one response. There are also sub-questions within sections where participants only chose those response choices that were salient for them.

[11] Listings in the narrative are those responses with the greatest percentages. For a complete listing of the results, the reader is directed to the tables in the narrative and Appendix B in the full report.

[12] The modifier "believe(d)" is used throughout the report to indicate the respondents' perceived experiences. This modifier is not meant in any way to diminish those experiences.

[13] Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (http://www.eeoc.gov/laws/vii.html). In higher education institutions, legal issues discussions define harassment as any conduct that has unreasonably interfered with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

[14] The literature on microagressions is clear that this type of conduct has an negative influence on people who experience it even if they feel at the time that it had no impact (Sue, 2010; Yosso, et al., 2009).

- Manners in which respondents experienced harassment included: 44% felt deliberately ignored or excluded; 37% felt intimidated and bullied; 30% felt isolated or left out, and 17% were the targets of derogatory remarks.
- 24% of Respondents of Color (n = 186) believed they had experienced this conduct as did 20% of White respondents (n = 259). Of those respondents who believed they had experienced the conduct, 31% of Respondents of Color (n = 58) said it was based on their race, while 5% of White respondents (n = 13) thought the conduct was based on race.
- A higher percentage of women (24%, n = 330) believed they had experienced offensive, hostile, or intimidating conduct than did men (18%, n = 137). Eleven percent of women (n = 37) and 4% of men (n = 6) who believed they had experienced this said it was based on gender identity.
- Greater percentages of classified staff respondents (53%, n = 32) believed they had been harassed than did tenure track faculty (41%, n = 29), non-tenure track faculty (14%, n = 8), non-unit staff (41%, n = 23), and professional staff (36%, n = 46). Fifty percent (n = 16) of classified staff members and 44% of non-unit staff members (n = 10) who believed they were harassed said the conduct was based on their position status at UMass Boston.
- A slightly higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (24%, n = 57 versus 21%, n = 359). Of those who believed they had experienced this type of conduct, 21% of LGBQ respondents (n = 12) versus 1% of heterosexual respondents (n = 5) indicated that this conduct was based on sexual orientation.
- Similar percentages of respondents with other than Christian religious/spiritual affiliations (22%, n = 239) and Christian respondents (20%, n = 170) experienced harassing behavior in the past year. Very few respondents (7% of Christian respondents and 3% of other than Christian respondents) indicated the indicated the harassment was based on religious/spiritual affiliation.
- In response to experiencing harassment, 54% (n = 258) of respondents were angry, 37% (n = 175) told a friend or colleague, 35% (n = 167) felt embarrassed, 27% (n = 127) told a family member, and 26% (n = 124) ignored it.
- Twelve percent (n = 55) told their union representatives. While 6% of participants (n = 28) made complaints to campus officials, 14% (n = 65) did not report the incident for fear of negative treatment, 12% (n = 55) didn't report it for fear their complaints would not be taken seriously, and 11% (n = 51) did not know who to go to.

- **Less than one percent of respondents believed they had experienced unwanted sexual contact.**
  - 16 respondents believed that they had experienced unwanted sexual contact while at UMass Boston.
    - Of these respondents, 5 respondents believed the incident happened off-campus and 7 respondents believed the incident happened on campus.
  - The alleged perpetrators of the perceived unwanted sexual contact were most often students (25%, n = 4).
  - Those respondents who experienced unwanted sexual contact most often made a complaint to campus employee/official (31%, n = 5), felt afraid (19%, n = 3), felt embarrassed (19%, n = 3), were angry (18%, n = 3), told a friend/colleague (18%, n = 3), told a family member (18%, n = 3), or contacted a local law enforcement official (18%, n = 3). One person contacted local law enforcement officials, and one made an official complaint to a campus employee/official.

Perceptions of Campus Climate

- **76% of respondents indicated that they were "comfortable" or "very comfortable" with the overall climate at University of Massachusetts Boston (n = 1,655) and 73% (n = 1,590) were comfortable in their departments or work units. The figures in the narrative show slight disparities based on position, race, gender, disability, and sexual orientation.**
  - 78% of students (n = 1,137) reported being "very comfortable" or "comfortable" with the climate in the classes they are taking.
  - 90% of faculty members (n = 230) reported being "very comfortable" or "comfortable" with the climate in the classes they taught.

- **Slightly more than one-fifth of all respondents indicated that they observed conduct or communications directed towards a person or group of people at UMass Boston that they believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment within the past year. The perceived harassment was most often based on race, position, and ethnicity. Students were the most frequently observed targets and observed sources of perceived harassment. The data reported is based on participants' ability to respond to more than one response (e.g., a respondent could offer that the observed conduct was based on position and gender).**
  - 21% of the participants (n = 457) believed that they had observed conduct on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment within the past year.

- Most of the observed harassment was based on race (17%, n = 77), position (15%, n = 69), ethnicity (15%, n = 67), gender identity (11%, n = 51), age (10%, n = 46), political views (10%, n = 44), sexual orientation (9%, n = 42), and philosophical views (8%, n = 37).
- Respondents most often believed they had observed this conduct in the form of someone subjected to derogatory remarks (45%, n = 204), or someone being deliberately ignored or excluded (34%, 155), intimidated/bullied (27%, n = 122), or isolated/left out (26%, n = 119).
- Respondents most often were angry (38%, n = 172). Thirty percent (n = 136) told a friend or colleague, and 25% (n = 116) intervened/assisted the targeted person in response.
- 28% (n = 126) of the respondents who observed harassment said it happened in a class/lab/clinical/community placement setting.
- These incidents were reported to an employee or official only 5% of the time (n = 21).

Satisfaction with University of Massachusetts Boston

- **75% of University of Massachusetts Boston faculty and staff (n = 524) were "highly satisfied" or "satisfied" with their jobs/careers at University of Massachusetts Boston.**
  - 65% (n = 451) were "highly satisfied" or "satisfied" regarding the way their careers have progressed at UMass Boston.
  - 81% (n = 572) of faculty and staff respondents were "highly satisfied" or "satisfied" with their access to health benefits at UMass Boston
  - 69% of respondents (n = 482) were "highly satisfied" or "satisfied" with the size and quality of their work space.
  - 49% (n = 337) of faculty respondents were "highly satisfied" or "satisfied" with their access to research support as compared to their colleagues access to research support.

- **Students thought very positively about their academic experiences at University of Massachusetts Boston.**
  - 71% (n = 1,022) of students felt they were performing up to their full academic potential.
  - Students were satisfied with their academic experience at UMass Boston (71%, n = 1,006); and were satisfied with the extent of their intellectual development since enrolling at UMass Boston (74%, n = 1,050).

- Additionally, the majority of students felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (79%, n = 1,125) and that their interest in ideas and intellectual matters has increased since coming to UMass Boston (73%, n = 1028)).
    - 46% (n = 656) felt few of their courses this year have been intellectually stimulating.
- Two-thirds of all student respondents felt they performed academically as well as they had anticipated they would (65%, n = 916).
- 17% (n = 246) were considering transferring to another college or university.

- **30% of all respondents (n = 659) have seriously considered leaving the University of Massachusetts Boston in the past year.**

Faculty/Staff

- 47% (n = 33) of all tenure track faculty, classified staff, and professional staff members considered leaving UMass Boston. Thirty-three percent (n = 19) of non-tenure track faculty and 43% (n = 24) of non-unit staff members have seriously considered leaving the institution.
- Among employees, 33% of men (n = 80) and 42% of women (n = 196) thought of leaving the institution.
- 48% of employees of color (n = 79) and 35% of White employees (n = 184) have seriously considered leaving UMass Boston.
- 41% of LGBQ employees (n = 34) and 39% of heterosexual employee respondents (n = 230) have seriously thought of leaving the institution.

Students

- Among students, 27% of women (n = 243) and 24% of men (n = 127) considered leaving UMass Boston.
- 27% percent of Students of Color (n = 171) and 24% of White students (n = 180) thought of leaving UMass Boston, as did 17% of LGBQ students (n = 26) and 26% of heterosexual students (n = 289).
- 25% percent (n = 110) of first-generation students and 26% (n = 263) of students who were not considered first-generation students considered leaving UMass Boston.
- 26% of students whose annual family incomes where less than $30,000 (n = 142) and 26% of students whose family incomes were $30,000 or greater (n = 231) also seriously considered leaving UMB.

- **Faculty and Staff Work-Life Issues**
  - 45% of all faculty and staff respondents (n = 315) felt that salary determinations were fair, and 44% (n = 312) felt salary determinations were clear.
  - Most faculty and staff respondents thought the university demonstrated that it values a diverse faculty (82%, n = 579) and staff (83%, n = 584).
  - 87% (n = 616) of all faculty and staff respondents were comfortable asking questions about performance expectations.
  - 83% (n = 593) felt their colleagues treated them with the same respect as other colleagues, and 81% (n = 594) thought their colleagues had similar expectations of them as other colleagues/co-workers.
  - 30% (n = 216) of employee respondents were reluctant to bring up issues that concern them for fear that it would affect their performance evaluations or tenure decisions.
  - 24% (n = 167) believed their colleagues expected them to represent the "point of view" of their identities.
  - Two-thirds of all faculty and staff respondents (66%, n = 465) felt comfortable taking leave that they were entitled to without fear that it might affect their jobs/careers.
  - 42% (n = 292) thought there were many unwritten rules concerning how one was expected to interact with colleagues in their work units.
  - The majority of faculty respondents felt the expectations of their teaching and research requirements (77%, n = 190) were similar to those of their colleagues, and 68% (n = 172) felt their research interests were valued by their colleagues.
  - Less than half of all faculty respondents felt the tenure processes (46%, n = 115) or promotion processes (47%, n = 118) were clear.
  - Half of the faculty respondents felt the tenure standards (52%, n = 129) and promotion standards (55%, n = 137) were reasonable.
  - Close to half of all faculty respondents felt their service contributions were important to tenure (43%, n = 108) or promotion (52%, n = 129).

- **Some faculty and staff respondents believed that they had observed unfair or unjust employment practices and indicated that they were most often based on race or position at University of Massachusetts Boston.**
  - 21% of faculty and staff respondents (n = 151) believed that they had observed unfair or unjust hiring.
  - 12% (n = 84) believed that they had observed unfair or unjust employment-related disciplinary actions at UMass Boston (up to and including dismissal).

- 25% (n = 179) believed that they had observed unfair or unjust promotion practices.

- **Students expressed financial concerns.**
  - 66% of student respondents (n = 948) indicated they experienced financial hardship at UMass Boston. Of those students, 63% (n = 596) had difficulty purchasing their books, 59% (n = 561) had difficulty affording tuition, and 44% (n = 413) had difficulty affording parking.
  - 50% (n = 723) of student respondents said they were primarily paying for university expenses with Federal Loans. Thirty-seven percent (n = 543) of students relied on Federal Grants to pay for university expenses. In addition, 28% (n = 403) of student respondents relied on family contributions to pay for university expenses. Many students offered multiple means used to pay for their education.
  - 12% (n = 175) used their credit cards to pay for university expenses.

Perceptions of Institutional Actions

Faculty and Staff

- Some faculty and staff thought providing flexibility for promotion for faculty (45%, n = 278) and providing recognition and rewards for including diversity issues in courses across the curriculum (55%, n = 347) positively affects the campus climate.
- Three-quarters (n = 474) thought providing access to counseling to those who experienced harassment positively affected the climate at UMass Boston. Some also thought that diversity training for staff (67%, n = 423), faculty (65%, n = 412), and students (64%, n = 399) positively affected the climate.
- A great number of respondents felt mentorship for new faculty (73%, n = 455) and staff (75%, n = 462) positively influenced the climate.
- 70% (n = 418) thought providing on-campus year-round child care would positively affect the campus climate at UMass Boston, and 55% (n = 332) thought providing lactation accommodations on campus would positively influence UMass Boston.
- 80% of all faculty/staff respondents (n = 499) thought providing career development opportunities for staff would positively influence the climate.

Qualitative Findings

Of the 2,193 surveys received, 1,009 people responded to one or more of the open-ended questions. No respondents commented on all open-ended questions. Respondents included students, faculty, exempt staff members, and non-exempt staff. The open-ended questions asked for general elaboration on personal experiences and thoughts and additional comments on the survey[15].

The last two open-ended items (Questions 109 and 110) allowed respondents to elaborate on any of their survey responses, further describe their experiences, or offer additional thoughts about climate issues. Four hundred thirty-nine (439) respondents offered a wide range of comments. Several individuals applauded UMass Boston for promoting diversity and inclusion and gave examples of the positive steps they have seen. Faculty and students of color described instances of subtle and overt racism. Additionally, staff members suggested that their supervisors and the administration and its policies devalue their work. Several respondents commented on institutional classism at UMass Boston, where staff were treated like "second-class citizens" who performed at the "whims of faculty and supervisors." Several individuals described instances of nepotism where people were hired, favored, and promoted based on their relationships with administrators and supervisors at the university. Many respondents wanted to see the campus go smoke-free.

Many respondents also offered suggestions to improve the UMass Boston climate. Several of the participants called for better communication and more transparency from the administration. Several individuals called for on-campus child care facilities, lower tuition and parking costs, and a smoke-free campus. Others suggested workshops and training based on issues of equity and inclusion for faculty, staff, and students. Additionally, several respondents wanted training that would help supervisors become effective managers, and avenues to report and remedy bullying, harassment, and discrimination in the workplace.

[15] The complete survey is available in Appendix C in the full report.

Lastly, a few respondents commented on the survey and process itself. Respondents were grateful to be asked their opinions, and some suggested the survey was too long in length. Some individuals applauded the University's participation in the study and wanted to make certain that the results of the survey were made public and used to better UMass Boston. Some respondents feared retribution for completing the survey. Several respondents insisted that UMass Boston leadership share with its constituents the climate assessment findings and initiatives instituted as a result.

Summary of Strengths and Opportunities for Improvement

Three strengths/successes emerged from the quantitative data analysis. These findings should be noted and credited. First, employees showed high levels of satisfaction with University of Massachusetts Boston. In particular, three-quarters of all employee respondents were highly satisfied or satisfied with their jobs at UMass Boston (75%, n = 524); and, 65 percent (n = 451) were highly satisfied or satisfied with how their careers have progressed. More than half of respondents (54%, n = 378) were "highly satisfied" or "satisfied" with their compensation as compared to that of other UMass Boston colleagues/co-workers with similar positions.

Second, 76% (n = 1,655) of respondents reported that they were very comfortable and comfortable with the overall climate at UMass Boston, and 73% (n = 1,590) with their department or work unit. Seventy-eight percent of students (n = 1,137) were very comfortable and comfortable with the climate in the classes they were taking, and 90% (n = 230) of faculty members were very comfortable and comfortable with the climate in the classes they taught.

Third, students felt and thought very positively about their academic experiences at UMass Boston. The majority of students (71%, n = 1,022) felt they were performing at their full academic potential; 71% (n = 1,006) were satisfied with their academic experience at UMass Boston; and, 74% (n = 1,050) were satisfied with the extent of their

intellectual development since enrolling at UMass Boston. Less than one in five students (17%, n = 246) was considering transferring to another college or university.

These quantitative results were also supported by various voices offered in response to the open-ended questions. The respondents' voices echoed the positive experiences with the UMass Boston campus climate. However, disparities existed where respondents from particular constituent groups typically reported less satisfaction and comfort with the overall campus climate, their department/work unit climate, and their classroom climate at UMass Boston than their majority counterpart respondents. These underrepresented groups include People of Color, women, LGBQ people, and staff members.

Four potential challenges were also raised in the assessment. The first challenge relates to **the inequitable treatment** of UMass Boston members based on **university position** and differential treatment among different types/categories of university positions. Greater percentages of classified staff respondents believed they had experienced harassment than did other respondents by position. Fifty percent (n = 16) of classified staff members and 44% of non-unit staff members (n = 10) who believed they were harassed said the conduct was based on their position status at UMass Boston. Classified staff (45%, n = 27) and professional staff (42%, n = 53) were also more likely to believe they had observed offensive, hostile, or intimidating conduct. Position was the primary basis for all respondents for experienced harassment and the secondary basis for observed harassment.

Classified staff members reported that they had more often experienced discriminatory hiring, discriminatory employment-related disciplinary actions, and discriminatory practices related to promotion than other positions. University position was cited as the primary basis for observed discriminatory employment-related disciplinary actions and practices related to promotion. Classified staff and professional staff were least satisfied with their jobs/careers Forty-seven percent of all tenure track faculty (n = 33), classified staff (n = 28), and professional staff (n = 60) members considered leaving UMass Boston.

The second challenge relates to **issues and concerns regarding race and ethnicity**. Respondents of Color (24%, n = 186) more often reported personally experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn at UMass Boston when compared to their White counterparts (20%, n = 259). Of Respondents of Color who reported experiencing harassment, 31% (n = 58) said the harassment was based on their race, while five percent (n = 13) of White respondents indicated the basis as race. Race was also the primary basis (17%, n = 77) for observed harassment for all respondents within the past year.

Employees of Color (71%) were less likely to agree that their workplace climate was welcoming based on race than White employees (80%). Employees of Color were also substantially more likely than White Employees to believe they had observed discriminatory hiring practices, discriminatory employment-related disciplinary actions, and discriminatory practices related to promotion at UMass Boston. Race or ethnicity was cited among the top three bases for all discriminatory employment practices. Employees of Color were less satisfied than their White counterparts with their jobs/careers, how their jobs/careers have progressed, and their compensation as compared to peers with similar positions at UMass Boston. Furthermore, Employees of Color (48%, n = 79) were more likely than their White counterparts (35%, n = 184) to have seriously considered leaving UMass Boston. This also extended to students: 27% (n = 171) of Students of Color versus 24% (n = 180) of White students seriously considered leaving UMass Boston. Students of Color (75%, n = 431) were also less likely to believe the classroom climate was welcoming based on race when compared with White students (83%, n = 593).

A third challenge is in regard to i**ssues and concerns experienced or perceived between women and men**. Women (24%, n = 330) were more likely than men (18%, n = 237) to report experiences with harassment; of those respondents, more women than men indicated the harassment was based on gender (11% compared with 4%, respectively). Women (23%, n = 321) were also more likely than men (16%, n = 124) to report they had

observed offensive, hostile, or intimidating conduct within the past year. Gender identity was indicated as the fourth basis for observed harassment within the past year. Women were slightly less comfortable than men with the overall climate and the climate in their departments/work units. Women students were also slightly less comfortable with the climate in their classes than were men students.

Although overall employee job satisfaction was high for all respondents, there were differences by gender: women employees were less satisfied than men with their jobs (74% and 79%). Women were more likely to have witnessed discriminatory hiring and unfair or unjust practices related to promotion/tenure/reappointment/reclassification. Women employees (42%, n = 196) were more likely than men employees (33%, n = 80) to have seriously considered leaving the institution. Women were also three times as likely as men to have perceived they had experienced unwanted sexual contact at UMass Boston.

The analyses revealed major differences between men/women with regard to work-life issues. With regard to faculty and staff attitudes about work-life issues, women employees were more likely to agree that: they used or would use college policies on stopping the tenure clock; people who have children are considered by UMass Boston to be less committed to their jobs/careers; they are disadvantaged by a need to balance their dependent care responsibilities with their professional responsibilities; there are many unwritten rules concerning how one is expected to interact with colleagues in their work unit; they are less comfortable taking leave that they are entitled to without fear that it may affect their job/career; and, faculty members who use family-related leave policies are disadvantaged in advancement or tenure.

Issues and concerns for Lesbian, Gay, Bisexual, and Queer (LGBQ) individuals call attention to the fourth challenge at UMass Boston. LGBQ respondents (24%, n = 57) were slightly more likely than heterosexual respondents (21%, n = 359) to believe that they had experienced harassment. Of those who believed they had experienced this type of conduct, 21% (n = 12) of LGBQ respondents versus 1% (n = 5) of heterosexual

respondents indicated that this conduct was based on sexual orientation. A higher percentage of LGBQ respondents (27%, n = 63) believed they had observed offensive, hostile, exclusionary, or intimidating conduct than did heterosexual respondents (21%, n = 352). Almost three times as many LGBQ respondents than heterosexual respondents perceived they had experienced unwanted sexual contact at UMass Boston. LGBQ employees, however, were most likely to believe the workplace climate was welcoming based on sexual orientation when compared with other demographic groups.

The data also revealed several other areas where subsequent analyses are recommended. Specifically, these include (1) immigrant or foreign-born respondents including second generation, U.S. born people who are members of immigrant families; (2) persons with disabilities, disaggregated by physical disability, learning disability, and mental health/psychological conditions; and (3) age.

It is the intention of the CSWG that the results be used to identify specific strategies to address the opportunities for improvement facing their community and to support positive initiatives on campus. The results of this internal assessment are intended to help to lay the groundwork for future initiatives and for those initiatives to be included in the University's strategic plan.

Introduction

History of the Project

The University of Massachusetts Boston is dedicated to fostering a caring university community that provides leadership for constructive participation in a diverse, multicultural world. The University has a long history of supporting initiatives that foster an inclusive living, learning, and working environment. The University's mission statement[16] offers the commitment of the institution to supporting an inclusive environment indicating that **"**Our vibrant, multi-cultural educational environment encourages our broadly diverse campus community to thrive and succeed" (http://www.umb.edu/the_university/mission_values). The University also includes the following among its seven core values, indicating the importance of diversity and inclusion:

> "Our multi-faceted diversity is an educational asset for all members of our community. We value and provide a learning environment that nurtures respect for differences, excites curiosity, and embodies civility. Our campus culture encourages us all to negotiate variant perspectives and values, and to strive for open and frank encounters. In providing a supportive environment for the academic and social development of a broad array of students of all ages who represent many national and cultural origins, we seek to serve as a model for inclusive community-building."

UMass Boston's long term commitment to diversity and inclusion is evident in the curriculum, in research, and in the commitment to community engagement and participation. As an example, UMass Boston initiated a diversity general education requirement supporting the belief that "the explicit study of the diversity of the world's peoples is an essential component of an undergraduate education".[17] The requirement offers to students that, "Attention to cultural and social groups previously ignored or marginalized in curricula helps you acquire analytical tools and knowledge with which you can understand human diversity in our complex and changing world, and strengthens

[16] http://www.umb.edu/the_university/mission_values
[17] http://www.umb.edu/academics/vpass/undergraduate_studies/general_education_requirements/diversity_requirement

your academic preparation by exposing you to a rich body of scholarship from a wide range of disciplines."

The commitment to diversity and inclusion is also manifested in the broad array of Centers and Institutes, and student support services offered by the University. For example some of the Student Resource Centers[18] include the International Student and Scholar Services, the Institute for Community Inclusion, Student Veterans' Center, Women's Center, CASA Latina, Black Student Center, and Queer Student Center. UMass Boston also has 52 interdisciplinary research organizations that bring faculty and students together from across the university to pursue research, teaching, and service on broad scholarly and social topics.[19] Some of these include the Center for Social Development and Education; Institute for Community Inclusion, Institute for New England Native American Studies, Center for Peace, Democracy, and Development, and the Center for the Study of Gender, Security, and Human Rights.

The implementation of the campus climate assessment is further evidence of UMass Boston's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of the project was to conduct a campus-wide assessment to gather data related to institutional climate, inclusion, and work-life issues in order to examine the learning, living, and working environments at the University for students, faculty, and staff. The study included two major phases: 1) data gathering from a population survey informed by extensive campus community input; and 2) the development of strategic initiatives by the University to build on institutional successes, address institutional climate challenges and promote institutional change. This is the first ever such climate assessment at the University, and will provide information that will assist the University in achieving our strategic planning goals.[20]

[18] For more information on Student Resource Centers at UMass Boston, please visit http://www.umb.edu/life_on_campus/student_involvement/activities/resource_centers
[19] For more information on UMass Boston Centers and Institutes please visit http://www.umb.edu/research/institutes_centers
[20] http://www.umb.edu/the_university/strategicplan/implementation

Campus Climate: Academic and Professional Success

Climate, for the purposes of this project is considered "the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential" (Rankin & Reason, 2008, p. 264). This includes the experience of individuals and groups on a campus—and the quality and extent of the interaction between those various groups and individuals. Diversity is one aspect of campus climate. As confirmed by the 2007 Work Team on Campus Climate (as part of the UC Regents' Study Group on University Diversity), "diversity and inclusion efforts are not complete unless they also address climate [and] addressing campus climate is an important and necessary component in any comprehensive plan for diversity."

Nearly two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where …intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

During that same time period, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion (p. xvi)." AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard (p. xxi)." The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy must be to create a climate that cultivates diversity and celebrates difference.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, "Diversity

must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome" (p. iv). The report further indicates that in order for "diversity initiatives to be successful they must engage the entire campus community" (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offers that diversity like technology, is central to institutional effectiveness, excellence, and viability. She also maintains that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) strongly supports the idea of a "thoughtful" process with regard to diversity initiatives in higher education.

Campus environments are "complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments" (Hurtado, et al. 1998, p. 296). As such, it is likely that members of community experience the campus climate differently based on their group membership and group status on campus (Rankin & Reason, 2005). Smith (2009) provokes readers to critically examine their positions and responsibilities regarding underserved populations in higher education. A guiding question she poses is "Are special-purpose groups and locations perceived as 'problems' or are they valued as contributing to the diversity of the institution and its educational missions" (p. 225)?

Individual perceptions of discrimination or a negative campus climate for intergroup relations influence student educational outcomes. Hurtado and Ponjuan (2005) note that when stereotypes "pervade the learning environment for minority students...student academic performance can be undermined" (p. 236). The literature also suggests Students of Color who perceive their campus environment as hostile have higher rates of attrition, and have problems with student adjustment (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005). Johnson, et al, (2007) indicates that perceptions of the campus racial climate continue to strongly influence the sense of belonging in minority college students. Several other empirical studies reinforce the importance of the

perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001). Finally, research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes (Hale, 2004; Harper, & Hurtado, 2007; Harper & Quaye, 2004).

Students in colleges or universities with more inclusive campus environments feel more equipped to participate in an increasingly multicultural society (Gurin, Dey, Hurtado, & Gurin, 2002). When the campus climate is healthy, and students have the opportunity to interact with diverse peers, positive learning occurs and democratic skills develop (Hurtado & Ponjuan, 2005). Racial and ethnic diversity in the campus environment coupled with the institution's efforts to foster opportunities for quality interactions and learning from each other promote "active thinking and personal development" (Gurin at el., 2002, p. 338).

The personal and professional development of employees including faculty, administrators, and staff are also impacted by the complex nature of the campus climate. In a study by Settles, Cortina, Malley, and Stewart (2006), sexual harassment and gender discrimination had a significant negative impact on the overall attitudes toward employment for women faculty in the academic sciences. Sears (2002) found that LGB faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive of personnel decisions (i.e., hiring and promoting LGB faculty members) than those who view their campus climate more negatively. Research that underscores the relationships between workplace discrimination and negative job and career attitudes, as well as workplace encounters with prejudice and lower health and well-being (i.e., anxiety and depression, lower life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal, and lower satisfaction with work, coworkers and supervisors; Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999) further substantiates the influence of campus climate on employee satisfaction and subsequent productivity.

Based on the literature, campus climate influences student's academic success and employee's professional success and well-being. The literature also suggests that various social identity groups perceive the campus climate differently and their perceptions may adversely affect working and learning outcomes.

UMass Boston Climate Project Structure and Process

As noted earlier, the first phase of the current project to examine campus climate was to gather data from a population survey informed by extensive campus community input. The project was commissioned by Chancellor J. Keith Motley through the Office of Diversity and Inclusion. The Climate Study Working Group (CSWG)[21] was charged to assess the climate and identify successes and potential areas for improvement. To minimize internal bias, the University contracted with Rankin & Associates (R&A) to facilitate the project. This project was a proactive initiative by the University. The CSWG worked with R&A to contextualize the process, and to design and administer the instrument to the UMass Boston community. Because of the inherent complexity of the climate construct, it is crucial to examine the multiple dimensions of climate in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002). The model is presented through a power and privilege lens. The power and privilege perspective is grounded in critical theory and assumes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in certain dominate social groups (Johnson, 2005). Because we all hold multiple social identities we have the opportunity and, we assert, the responsibility to address the oppression of underserved social groups within the power/privilege social hierarchies on our campuses. The model is instituted via a transformational process that capitalizes on the inclusive power and privilege perspective. The model has been implemented by over one hundred campuses as a means of identifying successes and challenges with regard to climate issues.

[21] The CSWG is comprised of faculty, staff, and students from across the University. For a listing of the committee members please visit http://www.umb.edu/odi/diversity_committee_council

The final climate survey contained 110 questions and was designed for respondents to provide information about their personal experiences with regard to climate issues and work-life experiences, their perceptions of the campus climate, and their perceptions of institutional actions (e.g., administrative policies and academic initiatives regarding climate issues and concerns) on campus. While all members of the campus community (e.g., students, faculty, and staff) were invited to participate in the survey, only 12% of the population responded. By position, the response rates varied: Faculty, 27%; Staff, 29%, Administrators, 18%; Graduate Students, 9%; Undergraduate Students, 9%.

This report provides an overview of the results of the campus-wide survey. Qualitative comments offered by participants are provided throughout the narrative. These comments are in response to specific quantitative questions and are offered to provide "voice" to the data. Appendix A contains the commentary offered by respondents for the last two open-ended questions that were not linked to any particular quantitative question. A summary of the findings is presented in bullet form below.

Methodology

Conceptual Framework

This project defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual orientation, gender identity, ability and other socially constructed characteristics[22]." The inherent complexity of the topic of diversity requires the examination of the multiple dimensions of diversity in higher education. The conceptual model used as the foundation for this assessment of campus climate was developed by Smith (1999) and modified by Rankin (2002).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003). The Climate Study Working Group (CSWG) reviewed several drafts of the survey. The final survey contained 110 questions[23], including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of UMass Boston's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus. The survey was available in both an on-line and pencil-and-paper format. All survey responses were input into a secure site database, stripped of their IP addresses, and then tabulated for appropriate analysis.

[22] Rankin & Associates (2001) adapted from AAC&U (1995).

[23] To insure reliability, evaluators must insure that instruments are properly worded (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, and underwent "expert evaluation" of items (in addition to checks for internal consistency).

Sampling Procedure. The project proposal, including the survey instrument, was reviewed and approved in September 2012 by the UMass Boston Institutional Review Board (IRB). The proposal indicated that any analysis of the data would ensure participant confidentiality. The final web-based survey and paper-and-pencil surveys were distributed to the campus community from October 22, 2012 through January 6, 2013. Each survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. The survey was distributed to the entire population of students and employees via an invitation to participate from Chancellor Keith Motley. To encourage participation, members of the CSWG forwarded subsequent invitations to the UMass Boston community.

Limitations. Several limitations to the generalizability of the data existed. The first limitation occurred because respondents in this study were "self-selected." Self-selection bias, therefore, was possible since participants had the choice of whether to participate. The bias lies in that an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was the overall low response rate (12%). Due to this low response rate, caution is recommended when generalizing the results to the entire UMass Boston community.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 20.0). Descriptive statistics were also calculated by salient group memberships (e.g., by gender, race/ethnicity, status[24]) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data table within the narrative, information was presented using valid percentages[25]. Refer to the survey data tables in Appendix B for

[24] University status was defined in the questionnaire as "Within the institution, the status one holds by virtue of their position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator)."

[25] Valid percentages derived using the total number of respondents to a particular item (i.e., missing data were excluded).

actual percentages[26] where missing or no response information can be found. The rationale for this discrepancy in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

Several survey questions allowed respondents the opportunity to further describe their experiences on UMass Boston's campus, to expand upon their survey responses, and to add any additional thoughts they wished. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the body of the survey. These open-ended comments were reviewed using standard methods of thematic analysis. One reviewer read all comments and a list of common themes was established based on the judgment of the reviewer. Most themes were based on the issues raised in the survey questions and revealed in the quantitative data; however, additional themes that appeared in the comments were noted in the comments analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

[26] Actual percentages derived using the total number of survey respondents.

Results

This section of the report describes the sample, provides reliability measures (internal consistency) and validity measures (content and construct), and presents results as per the project design, examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of UMass Boston's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns on campus.

Description of the Sample[27]

Two thousand one hundred ninety-three (2,193) surveys were returned for a 12% overall response rate. The sample and population figures, chi-square analyses, and response rates are presented in Table 1. The sample had a representative proportion of female and male respondents as indicated by the non-significant Chi Square test.

All non-white racial/ethnic categories were over-represented in the sample and two categories – Alaskan Natives/Native Americans and Pacific Islanders/Hawaiian Natives – had more individuals that indicated they were part of this group in the sample, than were identified in the population. Whites were significantly under-represented in the sample.

Additionally, the sample had a significantly smaller proportion of Graduate students than did the population. Undergraduate Students and Staff had significantly greater proportions than the population. The remaining categories were approximately in proportion to their representations in the population.

The sample had a significantly larger proportion of Naturalized U.S. Citizens and significantly smaller proportion of U.S. Citizens and International individuals. Permanent Residents were represented in the population in essentially an equal proportion to the sample, and Dual Citizenship was not provided in the demographics provided by the institution.

[27] All frequency tables are provided in Appendix B. For any notation regarding tables in the narrative, the reader is directed to the tables in Appendix B.

Table 1
Demographics of Population and Sample

Characteristic	Subgroup	Population N	Population %	Sample N	Sample %	Response Rate
Gender [a]	**Male**	6424	42.57	777	35.51	22.28
	Female	8380	57.23	1390	63.53	14.55
	Transgender			5	0.23	N/A
	Unknown	19	0.21			N/A
	Other			16	0.73	N/A
Race/Ethnicity[1,b]	**Alaskan Native/Native American**	24	0.31	30	1.30	>100
	Asian	753	9.65	281	12.18	37.32
	Black	915	11.72	284	12.31	31.04
	Latino(a)/Hispanic	699	8.96	234	10.14	33.48
	Pacific Islander/Hawaiian Native	5	0.06	9	0.39	>100
	White	5409	69.30	1369	59.34	25.31
	Other			100	4.33	N/A
Position [c]	**Undergraduate Student**	12124	34.07	1118	50.98	9.22
	Graduate Student	3750	36.84	317	14.46	9.53
	Non-Degree Student			27	1.23	N/A
	Faculty	964	10.68	259	11.81	26.87
	Staff	1570	17.40	453	20.66	28.85
	Senior Administrator/Executive	91	1.01	17	0.78	18.68
	Other			2	0.09	N/A
Citizenship [1,d]	**US Citizen**	6658	80.96	1409	65.38	21.16
	US Citizen – Naturalized	364	4.43	414	19.21	>100
	Dual citizenship			79	3.67	N/A
	Permanent Resident	631	7.67	165	7.66	26.15
	International	571	6.94	88	4.08	15.41

[1] Respondents were instructed to indicate all categories that apply.
[a] X^2 (1, N = 2167) = .01, p = .9203 (not significant)
[b] X^2 (5, N = 2207) = 170.57, p = .0001
[c] X^2 (4, N = 2164) = 505.84, p = .0001
[d] X^2 (3, N = 2076) = 1193.6, p = .0001

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey questions and consultation with subject matter experts. The survey questions were constructed based on the work of Hurtado (1999) and Smith (1997) and were further informed by instruments used in other institutional/organizational studies. Several researchers working in the area of diversity, as well as higher education survey research methodology experts, reviewed the template used for the survey, as did the members of the UMass Boston CSWG.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from CSWG members. Construct validity – the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors – should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of harassment, for example. However, no reliable data to that effect were available. As such, meticulous attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses. Correlations between the responses to questions about overall campus climate for various groups (question 93) and those that rate overall campus climate on various scales (question 94) were low to low-moderate (Bartz, 1988) and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for that population. The consistency of these results suggests that the survey data were internally reliable (Trochim, 2000). Pertinent correlation coefficients[28] are provided in Table 2.

[28] Pearson correlation coefficients indicate the degree to which two variables are related. A value of one signifies perfect correlation. Zero signifies no correlation.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses.

For survey items asking for perception of degree of respect for the selected racial/ethnic/underrepresented groups, the response "don't know" was treated as missing data. Therefore, responses of "don't know" were not included in the correlation analysis.

Moderately strong relationships (between .4 and .5) exist for all but three pairs of variables. Those three pairs – responses to Respectful of Asians and Positive for People of Color; responses to Respectful of Females and Non-Sexist; and responses to Respectful of Non-Native English Speakers and Positive for Non-Native English Speakers – showed a moderate relationship (between .3 and .4). No significant relationships were explored involving Alaskan Natives/Native Americans because there were two few individuals that identified with those groups.

Table 2
Pearson Correlations between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate Characteristics						
Respectful of:	Positive for People of Color	Non-Racist	Non-Homophobic	Non-Sexist	Positive for Non-Native English Speakers	Non-Classist	Positive for People of Low Socioeconomic Status
Blacks	.465[1]	.465[1]					
Alaskan Native/Native American/Indigenous	***						
Asians	.321[1]	.402[1]					
Latino(a)s/Hispanics	.499[1]	.497[1]					
Gay, Lesbian, Bisexual Individuals			.401[1]				
Females				.379[1]			
Non-Native English Speakers					.389[1]		
Socioeconomically Disadvantaged persons						.401[1]	.476[1]

[1] $p = 0.01$
*** No analyses conducted as N was too small

Sample characteristics[29]

The majority of the sample were women (63%, n = 1,390, Figure 1)[30]. Five transgender[31] individuals completed the survey; however, they were not included in Figure 1 to maintain their confidentiality. Sixteen respondents marked "other" in terms of their gender identity and specified "human being," "bi-sexual," "feminine-to-neutral," "gender fluid," "queer," "quintessential," "undecided," and "I really don't identify with any gender."

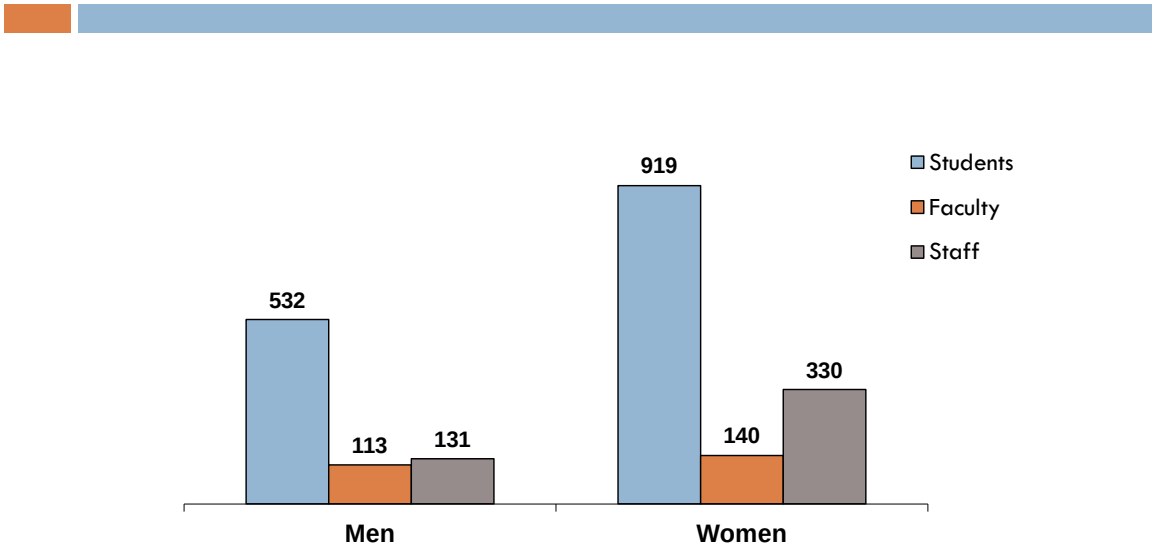


Figure 1. Respondents by Gender & Position Status (n)

[29] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

[30] Additionally, the sex assigned at birth of the majority of respondents was female (64%, n = 1,398), while 35% was male (n = 777).

[31] Self-identification as "transgender" does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

The majority of respondents were heterosexual[32] (79%, n = 1,733). Eleven percent (n = 234) were LGBQ (lesbian, gay, bisexual, or queer) (Figure 2). Twenty-five people (1%) were questioning their sexual orientations, and 117 people (5%) identified as asexual.

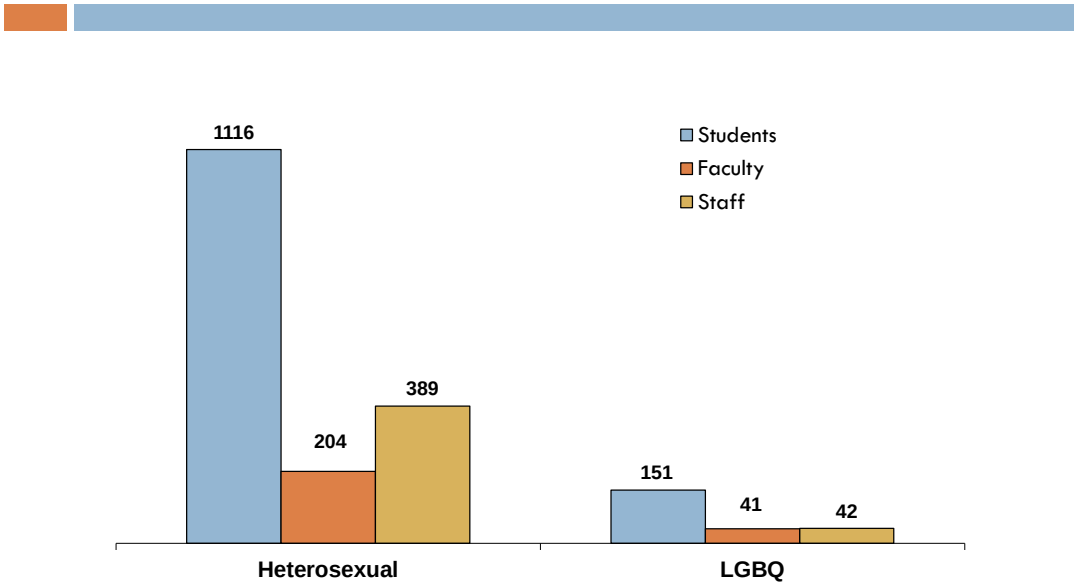


Figure 2. Respondents by Sexual Orientation & Position Status (n)

[32] Respondents who answered "other" in response to the question about their sexual orientations and wrote "straight" or "heterosexual" in the adjoining text box were recoded as heterosexual. Additionally, this report uses the terms "LGBQ" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, queer, and those who wrote in "other" terms, such as "pan-sexual," "homoflexible," "fluid," etc.

About 24% of faculty members were 31 to 40 years old, and 25% of faculty members were between the ages of 51 and 60. Twenty-six percent of staff were between the ages of 51 and 60, and 22% of staff members were between the ages of 41 and 50 (Figure 3).

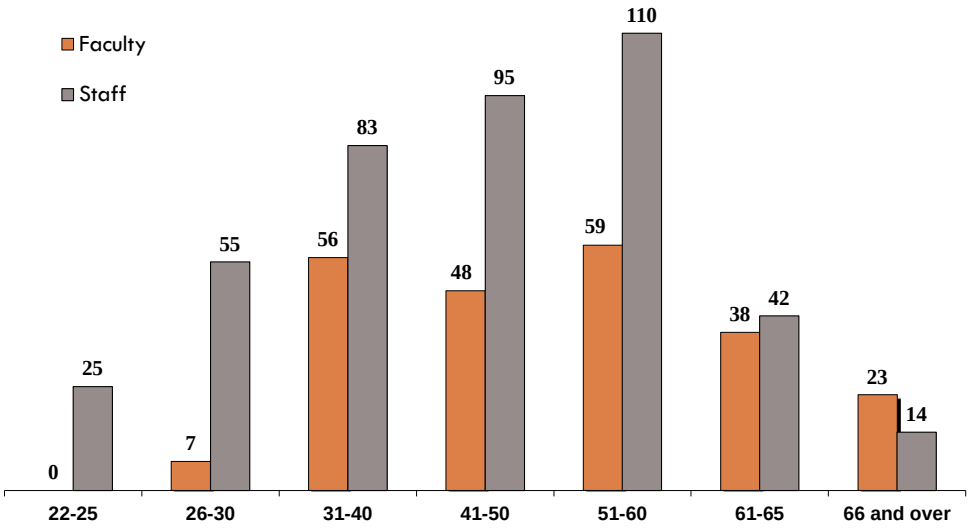


Figure 3. Employee Respondents by Age & Position Status (n)

Thirty-six percent (n = 388) of responding undergraduate students were 19 to 21 years old (Figure 4). Twenty-seven percent of graduate students were 22 to 25 years of age (n = 83) or 26 to 30 years old (n = 81).

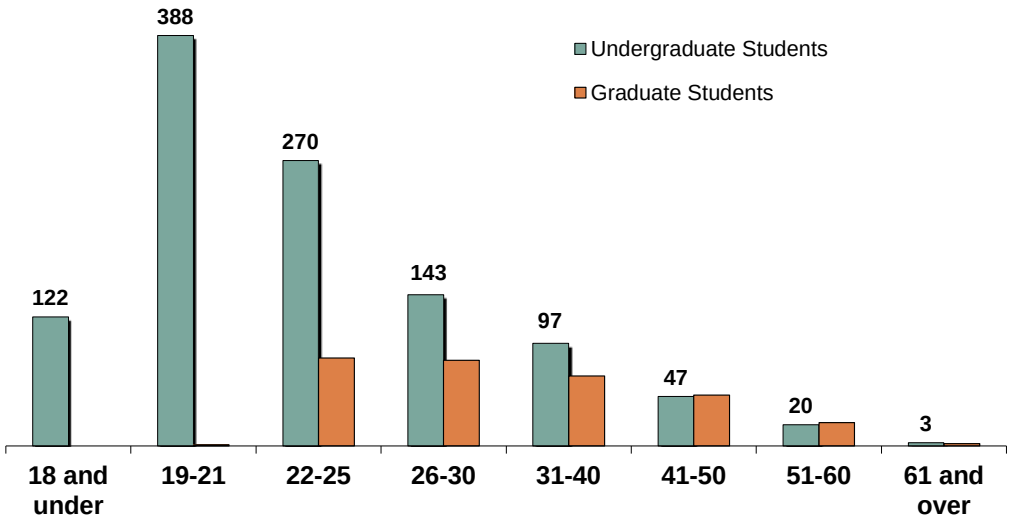


Figure 4. Student Respondents' Age (n)

With regard to race, 62% of the respondents identified as White[33]. Thirteen percent identified as Black or Asian, 11% as Latino(a)/Hispanic, 1% as Alaskan Native/Native American/Indigenous, and less than one percent as Pacific Islander/Native Hawaiian. With regard to origin of ethnic identity, 43% (n = 951) selected European identities, 16% (n = 355) were North American/Pan-ethnic American, and 12% (n = 266) were of Asian ethnic identities (Figure 5).

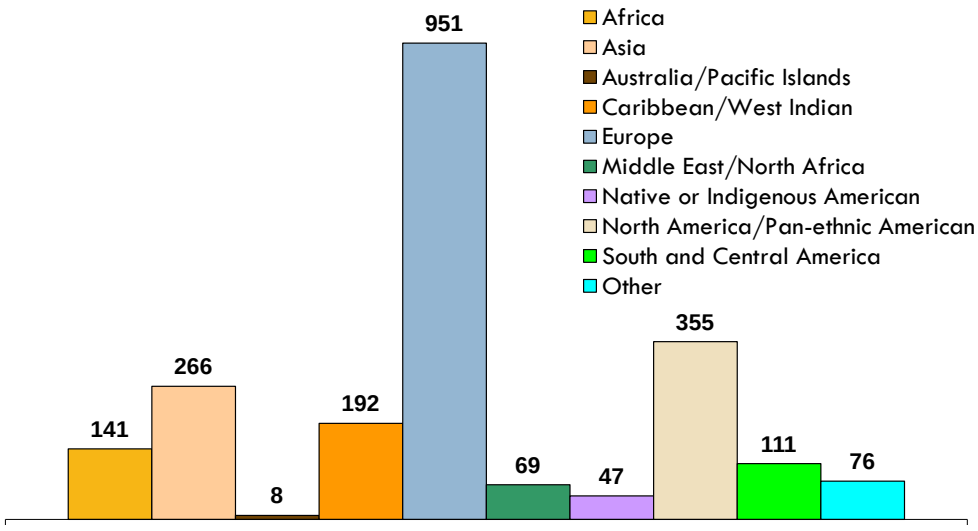


Figure 5. Respondents' Origin of Ethnic Identity (n), inclusive of multi-racial and/or multi-ethnic.

[33] Readers are referred to Table B5 in Appendix B for a full listing of all racial categories included in the survey. Table B6 in Appendix A illustrates respondents' ethnic identities.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as bi-racial or multi-racial. Given this opportunity, the majority of respondents chose White (n = 1,293; 59%) as part of their identity and 792 respondents (36%) chose a category other than White as part of their identity (Figure 6). Given the small number of respondents in each racial/ethnic category, many of the analyses and discussion use the collapsed categories of People of Color and White people.[34]

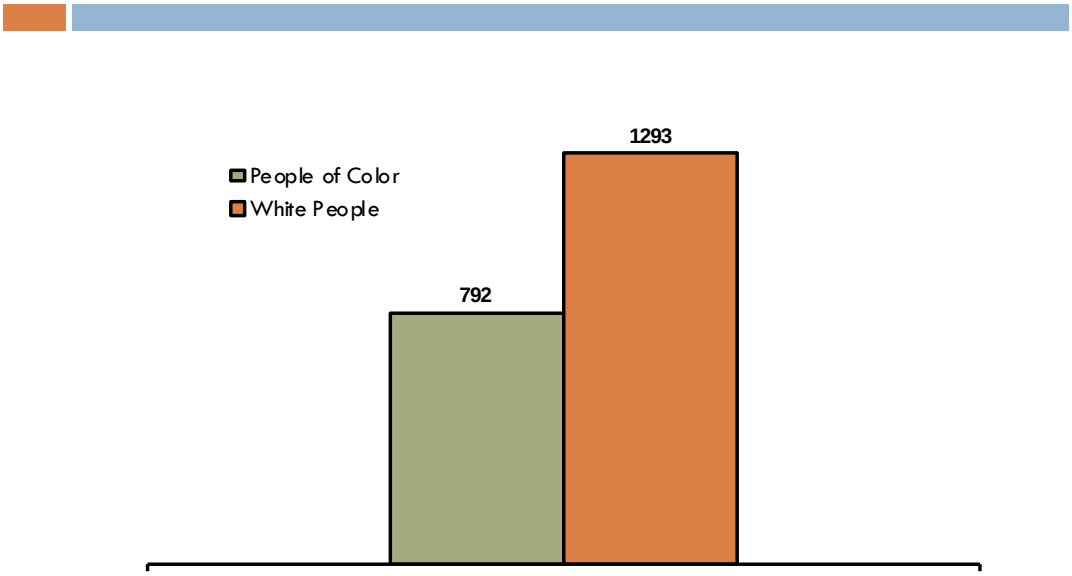


Figure 6. Respondents' Racial/Ethnic Identity (n)

[34] While the authors recognize the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African American or Latino(a) versus Asian American) and those experiences within these identity categories (e.g., Hmong versus Chinese), we collapsed these categories into People of Color and White for many of the analyses due to the small numbers in the individual categories.

Survey item 61[35], which queried respondents about their spiritual and religious affiliations, offered 52 response choices and the option to "mark all that apply." For the purposes of analyses in this report, respondents who chose a Christian religious/spiritual affiliation (even if they chose more than one religious/spiritual affiliation) were recoded to "Christian" (40%, n = 871) "Other than Christian" responses included all non-Christian affiliations, including "no affiliation"
(50%, n = 1,096) (Figure 7).

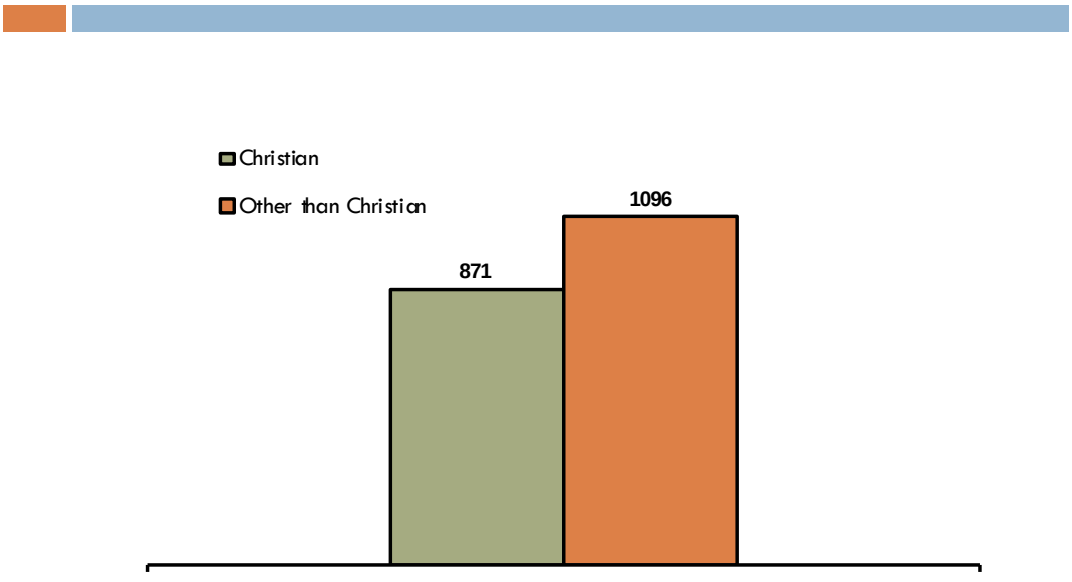


Figure 7. Respondents' Religious/Spiritual Affiliation (n)

[35] Readers are referred to Appendix B Table B24 for a complete listing of respondents' religious/spiritual affiliations.

Few students had children. While 29% of employee respondents (n = 211) were caring for children under the age of 18 years, 45% (n = 330) were not responsible for any dependent family members (Figure 8). Eight percent of students (n = 114) and 16% of faculty and staff (n = 119) were responsible for senior or other family members.

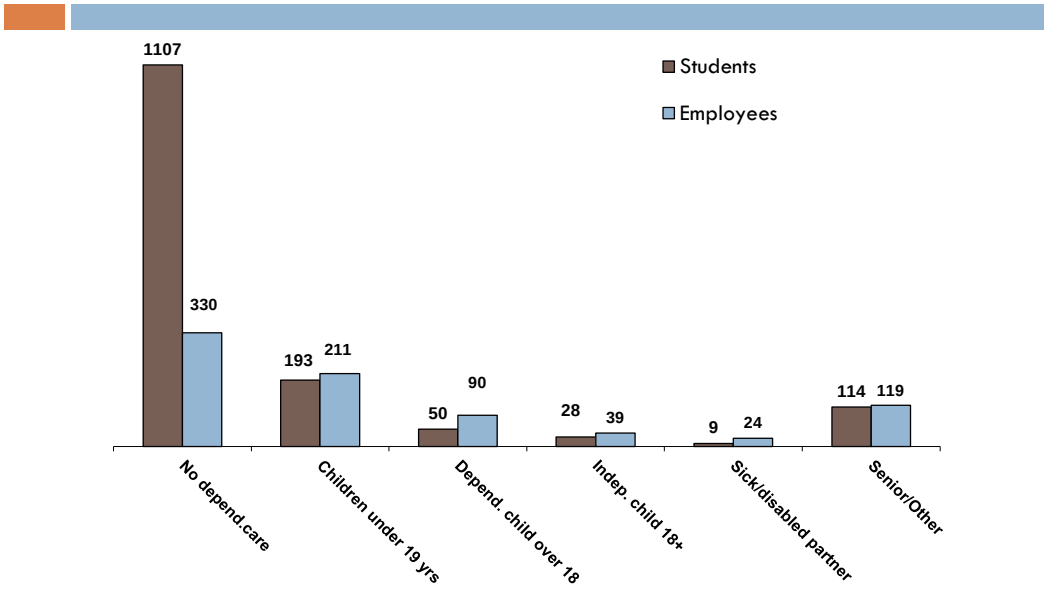


Figure 8. Respondents' Dependent Care Status by Position (n)

Ninety-three percent of all respondents (n = 2,046) had never been in the military. Sixty-nine respondents (3%) were U.S. veterans, 29 were reservists (1%), and 8 people were active military members (<1%).

Twenty percent of respondents (n = 441)[36] had disabilities that substantially affect learning, working or living activities. Six percent of respondents said they had ADHD (n = 130) or mental health/psychological conditions (n = 121), and 3% indicated they had chronic health impairments (n = 66) or were learning disabled (n = 66) (Table 3).

Table 3. Respondents' Disability Status

Disability	n	%
Acquired/Traumatic Brain Injury	12	0.5
Attention Deficit/Hyperactivity Disorder	130	5.9
Asperger's/ Spectrum Disorder	14	0.6
Blind	6	0.3
Chronic health impairment	66	3.0
Low vision	48	2.2
Deaf	1	0.0
Hard of Hearing	37	1.7
Learning disability	66	3.0
Mental health/psychological	121	5.5
Physical/Mobility condition that affects walking	34	1.6
Speech/Communication	25	1.1
Other	36	1.6

Note: Percentages may not sum to 100% due to multiple responses.

[36] For Question 56, the unduplicated total number of respondents with documented disabilities is 441 (20%). Some respondents, however, indicated they had multiple disabilities or conditions that substantially affected major life activities; the duplicated total (n = 596, 27%) is reflected in Table 7 in this report and in Table B19 in Appendix B.

Table 4 indicates that at least 87% of participants who completed this survey were U.S. citizens. Sixty-six percent of respondents (n = 1,437) were born in the United States[37]. When examining the student data, 45% of the sample (n = 650) identified as U.S. citizen, U.S. born parents while 55% of the sample identified differently (e.g., dual citizenship, naturalized U.S. citizen, international, etc.).

Table 4. Respondents' Citizenship Status

	Faculty/Staff		Students	
	n	**%**	**n**	**%**
International Student (student or temporary visa)	12	1.7	76	5.3
Permanent US Resident/Green card holder	27	3.8	138	9.6
Dual citizenship, U.S. and Another	19	2.7	60	4.2
U.S. citizen, naturalized	124	17.4	289	20.1
U.S. Citizen, Foreign Born Parent(s)	59	8.3	228	15.8
U.S. Citizen, U.S. Born Parents	471	66.2	650	45.1

Sixty-three percent of respondents (n = 1,384) said English was the primary language spoken in their homes. Thirty-four percent (n = 752) indicated they spoke a language other than English in their home or with family.

[37] See Table B21 for the years in which respondents came to live in the United States.

Forty-nine percent of all respondents considered themselves politically far left/liberal/progressive (n = 1,068), while six percent (n = 126) considered themselves conservative/far right (Table 5). Seventeen percent (n = 378) indicated they had moderate or middle of the road political views.

Table 5. Respondents' Political Views

Political views	n	%
Far left	149	6.8
Liberal	681	31.1
Progressive	238	10.9
Moderate or middle of the road	378	17.2
Conservative	119	5.4
Far right	7	0.3
Undecided	439	20.0
Other	95	4.3

Figures 9 and 10 depict the faculty and staff respondent population by UMass Boston primary position status. The columns titled faculty and staff "missing data" represent the faculty and staff who did not use the drop-down menu to specify their positions when responding to the primary status item contained in the survey.

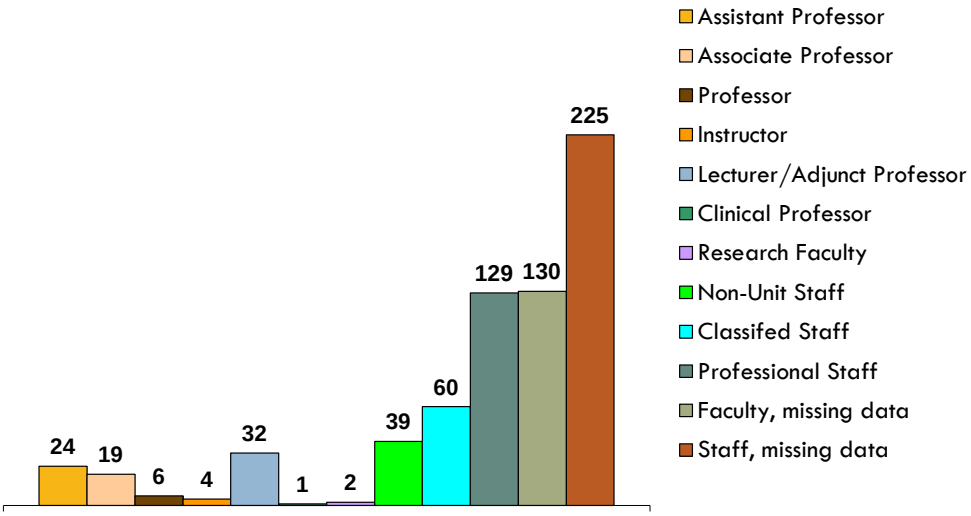


Figure 9. Employee Respondents by Primary Position Status (n)

For the purposes of some analyses, primary status data were collapsed[38] (Figure 10). Faculty comprised 36% (n = 259) of the employee respondents and staff were 64% (n = 470) of the employee respondents.

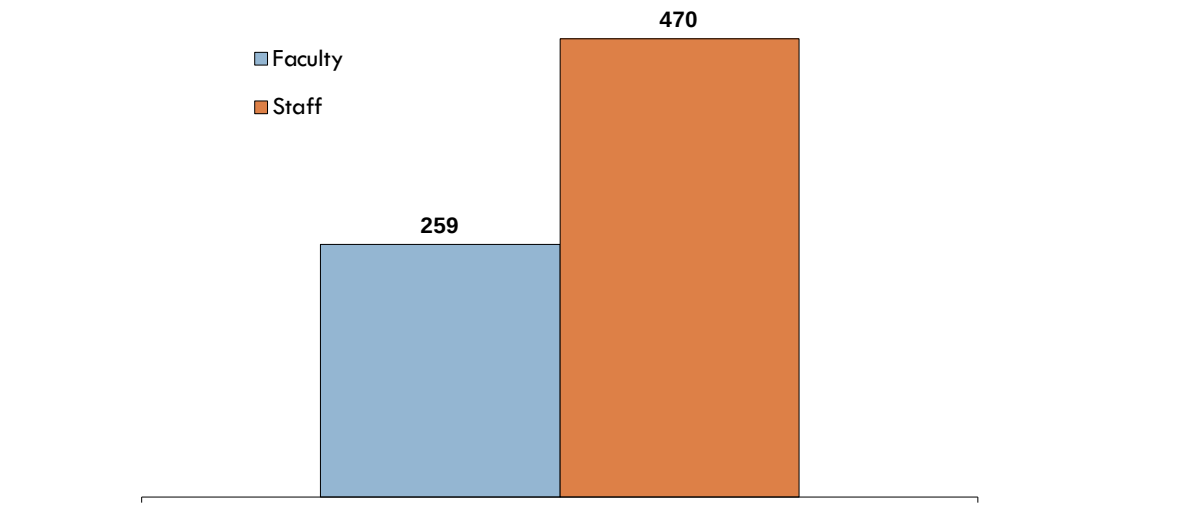


Figure 10. Collapsed Employee Position Status (n)

[38] Because 50% of faculty respondents (n = 130) and 50% of staff respondents (n = 225) did not specify their positions at UMass Boston, analyses were not conducted at the level of non-tenured faculty, tenured faculty, non- unit staff, classified staff, and professional staff out of concern for excluding too many cases.

Eighty-four percent of faculty and staff respondents (n = 606) were full-time in their positions, while 17% (n = 120) were part-time in their positions. Fifty percent of faculty respondents were affiliated with the College of Liberal Arts, and 12% with the College of Education and Human Development (Table 6).

Table 6. Faculty Academic Unit Affiliations

Academic division	n	%
College of Liberal Arts	125	50.0
College of Science and Math	24	9.6
College of Management	20	8.0
College of Nursing and Health Sciences	25	10.0
College of Public and Community Service	7	2.8
College of Education and Human Development	31	12.4
McCormack Graduate School of Policy Studies	6	2.4
Intercollegiate Programs (e.g. Asian American studies)	2	0.8
University College	5	2.0
Primary affiliation with a Center or Institute	0	0.0

Note: Table reports faculty responses only (n = 259).

Forty-one percent of staff respondents (n = 155) were primarily affiliated with Academic Affairs (Table 7).

Table 7. Staff Respondents' Primary Work Unit Affiliation

Work Unit	n	%
Chancellor's Office	12	3.2
Academic affairs	155	41.8
Administration and Finance	69	18.6
Athletics and Recreation: Special Programs and Projects	10	2.7
Enrollment Management	39	10.5
Government Relations and Public Affairs	21	5.7
Student Affairs	48	12.9
University Advancement	17	4.6

Note: Table includes staff responses only (n = 470).
Due to the small numbers involved and the large number of respondents that did not answer the question, percentages are not provided for the affiliation sub-categories.

About one percent of employee respondents (n = 10) indicated that the highest level of education they completed was high school/GED. One percent (n = 10) had finished associate's degrees, 15% (n = 112) bachelor's degrees, 30% (n = 216) master's degrees, and 37% (n = 269) doctoral or other professional degrees.

Twenty-seven percent of faculty and staff respondents (n = 194) commuted 30 minutes or less one-way to campus. Fifty-one percent (n= 371) commuted between 31 and 60 minutes one-way, and 21% (n = 153) traveled more than one hour each way to and from campus.

Approximately 67% (n = 1,462) of all respondents were students, 76% of whom (n = 1,118) identified as undergraduate students, 22% (n = 317) as graduate students, and 2% (n = 27) as non-degree students.

Nineteen percent of undergraduate student respondents were first-year students, 21% were second year/sophomore students, 30% were third year/juniors, and 29% were fourth year/seniors (Figure 11). Approximately 72% of graduate student respondents (n = 227) were master's students, and 24% (n = 76) were doctoral students.

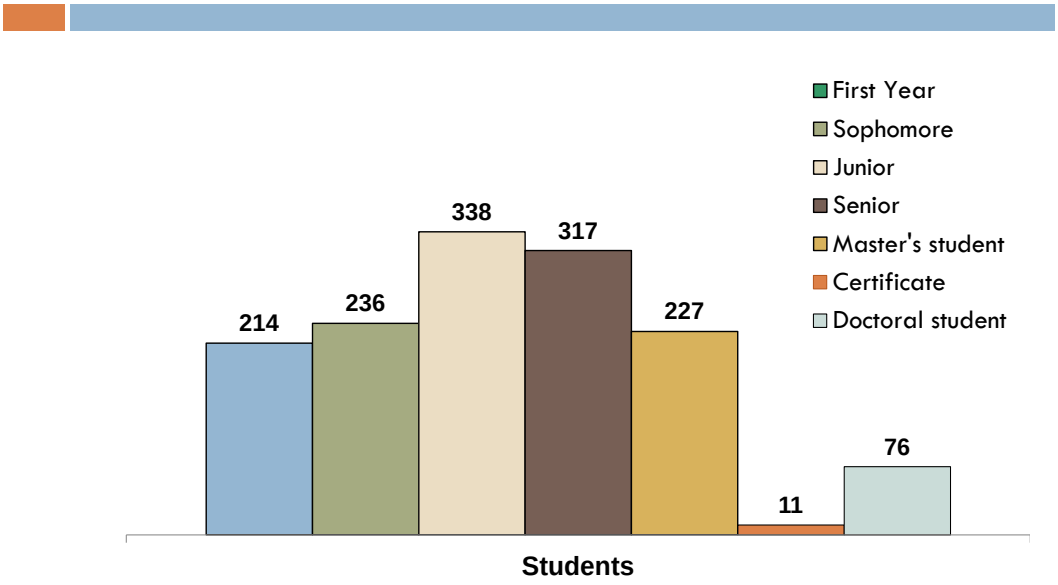


Figure 11. Student Respondents' Current Year in University Career (n)

Most undergraduates expected to spend a total of four years or less at UMass Boston to complete their current degrees (83%, n = 920). The majority of graduate students expected to spend a total of 3 years or less at the University to complete their degrees (72%, n = 223).

Fourteen percent of undergraduate student respondents (n = 157) were Management majors, 11% (n = 119) were Psychology majors, and 9% were Biology majors (n = 99)[39].

[39] See Table B17 in Appendix B for a full listing of undergraduate student respondents' academic majors. See Table B18 for a complete list of graduate students' academic programs.

Twenty-one percent of graduate student respondents (n = 14) were studying Education, while 15% (n = 10) were studying Biology. Fifteen percent of master's students (n = 32) were studying Education, and 11% (n = 24) were studying Business Administration.

Table 8 illustrates the level of education completed by students' parents or legal guardians.

Table 8. Students' Parents'/Guardians' Highest Level of Education

	Parent /Legal Guardian 1		**Parent/Legal Guardian 2**	
Level of Education	**n**	**%**	**n**	**%**
No high school	123	8.5	109	7.5
Some high school	100	6.9	123	8.5
Completed high school/GED	303	20.8	302	20.8
Some college	199	13.7	168	11.5
Business/Technical certificate/degree	56	3.8	71	4.9
Associate's degree	88	6.0	84	5.8
Bachelor's degree	289	19.9	227	15.6
Some graduate work	26	1.8	26	1.8
Graduate Degree (Ph.D, Ed.D, etc.)	116	8.0	125	8.6
Other professional degree (MD, MFA, JD)	85	5.8	61	4.2
Unknown	22	1.5	36	2.5
Not applicable	34	2.3	58	4.0

Note: Table reports student responses only (n = 1,455).

Thirty-one percent of all students (n = 453) were not employed on or off campus on average more than 10 hours per week. Eighteen percent (n = 262) of all students were employed on campus, and 54% (n = 783) were employed off-campus.

Forty-eight percent of student respondents (n = 701) were currently the sole providers for their living/educational expenses (i.e., independent) and 49% (n = 712) had families who were assisting with their living/educational expenses (i.e., dependent).

Twenty-six percent of student respondents reported that they or their families have annual incomes of less than $30,000. Thirty percent reported annual incomes between $30,000 and $69,999, 12% between $70,000 and $99,999, 9% between $100,000 and $149,999, and 7% over $150,000 annually. These figures are displayed by student status in Figure 12. Information is provided for those undergraduate and graduate students who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.

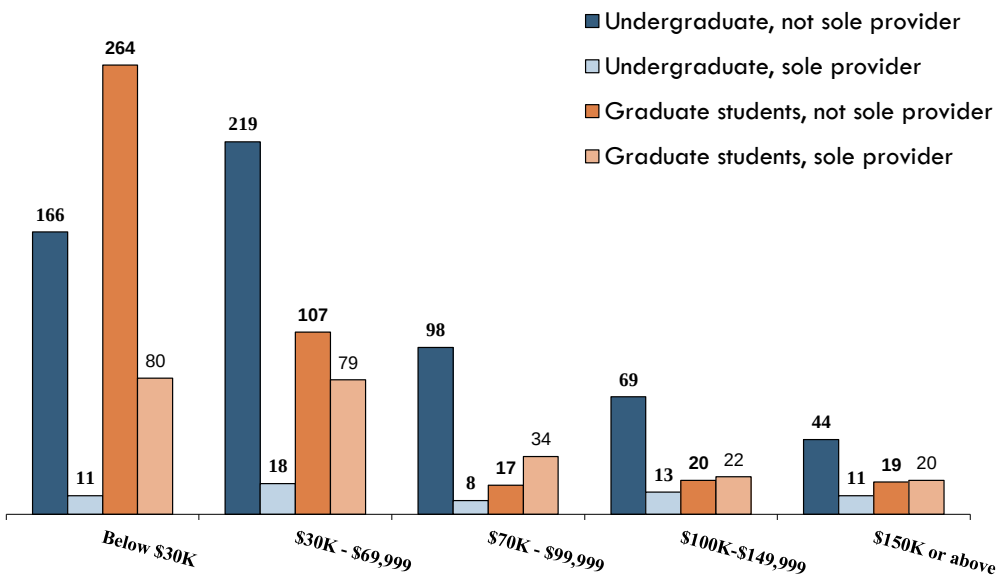


Figure 12. Students' Income by Dependency Status (n)

Fifty percent of student respondents said they were primarily paying for university expenses with Federal Loans. Thirty-seven percent of students relied on Federal Grants to pay for university expenses. In addition, 28% of student respondents relied on family contributions to pay for university expenses, while 26% made personal contributions/had jobs, 21% had institutional grants or scholarships, and 23% had state grants (Table 9). Twelve percent (n = 175) used their credit cards to pay for university expenses.

Table 9. Student Respondents' Primary Methods for Paying for UMass Boston Expenses

	n	**%**
Federal Loan	723	49.7
Federal Grant	543	37.3
Family contribution	403	27.7
Personal contribution	376	25.8
State Grant	328	22.5
Institutional scholarship or grant	300	20.6
Waivers	189	13.0
Credit card	175	12.0
Private Loan	151	10.4
State Scholarship	138	9.5
State Scholarship	138	9.5
Outside Scholarship	91	6.3
Teaching Assistant Waivers	67	4.6
Veterans Benefits	58	4.0
Third Party Payment	29	2.0
State Agency Payment	19	1.3
Fellowship	14	1.0
Wire Transfer	6	0.4

Note: Table includes only student respondents (n = 1,455).
Percentages may not sum to 100% due to multiple responses.

Sixty-six percent of student respondents (n = 948) indicted they experienced financial hardship at UMass Boston. Of those students, 63% (n = 596) had difficulty purchasing their books, 59% (n = 561) had difficulty affording tuition, and 44% (n = 413) had difficulty affording parking (Table 10).

Table 10. Manners in Which Students Experienced Financial Hardship at UMass Boston

	n	%
Difficulty purchasing my books	596	62.9
Difficulty affording tuition	561	59.2
Difficulty affording parking	413	43.6
Difficulty purchasing supplies	337	35.5
Difficulty in affording housing	332	35.0
Difficulty affording food	330	34.8
Difficulty participating in campus sponsored co-curricular events or activities	298	31.4
Difficulty in affording other campus fees	295	31.1
Difficulty participating in scholarly activities	275	29.0
Difficulty in traveling to/from campus	262	27.6
Difficulty in affording health care	260	27.4
Providing financial assistance to family	230	24.3
Difficulty participating in unpaid research, internships, etc.	214	22.6
Difficulty traveling home during university breaks	152	16.0
Difficulty in affording child care	56	5.9

Note: Table includes only students who experienced financial hardship (n = 948).

Of the students completing the survey, 43% lived independently in an apartment or house, and 41% lived with family members/guardians (Table 11).

Table 11. Undergraduate Students' Residence

Residence	**n**	**%**
Independently in apartment/house	625	43.0
Living with family member/guardian	595	40.9
Non-campus housing	216	14.8
Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	6	0.4

Note: Table includes undergraduate student respondents (n = 1,455).

Sixty-seven percent of UMass Boston student respondents did not participate in any student clubs and organizations (Table 12). Eight percent were involved with academic/professional organizations, 6% with student centers, and 5% participated in honor societies.

Table 12. Students Participation in Clubs Organizations at the University

Clubs/Organizations	**n**	**%**
I do not participate in any student organizations	979	67.3
Academic/Professional Organizations	115	7.9
Student Centers	80	5.5
Honor Societies	76	5.2
Intercultural/Multicultural Campus Community Groups	61	4.2
Student Leadership	52	3.6
Intercollegiate Athletics	45	3.1
Service Organizations/Civic Engagement	42	2.9
Special Interest Organizations	36	2.5
Religious/Spiritual Organizations	36	2.5
Student government	27	1.9
Intramurals/Clubs Sports	25	1.7
Music/Performance Organizations	17	1.2
Political Groups	15	1.0
Social fraternities or sororities	15	1.0
Publications and Media Organizations	12	0.8

Note: Table includes only student respondents (n = 1,455).
Percentages may not sum to 100% due to multiple responses.

Sixty-two percent of undergraduate students did not spend any time on experiential learning activities in the past academic year (Table 13). Fifteen percent spent an average of one to five hours per week on experiential learning activities.

Table 13. Undergraduate Students: Average Hours Per Week on Experiential Learning Activities

Hours per week spent on experiential learning	n	%
I don't participate in any experiential learning activities	688	61.8
1-5 hours	163	14.6
6-10 hours	89	8.0
11-20 hours	66	5.9
21-30 hours	22	2.0
31-40 hours	15	1.3
More than 40 hours	19	1.7

Note: Table includes undergraduate student responses only (n = 1,118).

Forty-two percent of student respondents earned grade point averages (G.P.A.s) of 3.51 and above (Table 14). Thirty-two percent had G.P.A.s between 3.0 and 3.5 last semester.

Table 14. Students' Cumulative G.P.A. at the End of Last Semester

GPA	n	%
3.51 and above	615	42.3
3.00-3.50	461	31.7
2.51-2.99	196	13.5
2.00-2.50	60	4.1
Below 2.00	19	1.3
Missing	75	5.2

Thirty-four student respondents (2%) indicated that they were former foster-care youth.

Campus Climate Assessment Findings[40]

The following section[41] reviews the major findings of this study. The review explores the climate at UMass Boston through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at University of Massachusetts Boston

The questionnaire posed questions regarding respondents' level of comfort with a variety of aspects of UMass Boston's campus. Table 15 illustrates that 76% of the survey respondents (n = 1,655) were "comfortable" or "very comfortable" with the climate at UMass Boston. Seventy-three percent of respondents (n = 1,590) were "comfortable" or "very comfortable" with the climate for diversity in their department or work unit.

Table 15. Respondents' Comfort With the Climate

	Comfort with Climate at UMass Boston		Comfort with Climate in Department/ Work Unit	
	n	%	n	%
Very Comfortable	584	26.7	682	31.4
Comfortable	1071	48.9	908	41.8
Neither Comfortable nor Uncomfortable	376	17.2	366	16.8
Uncomfortable	136	6.2	166	7.6
Very Uncomfortable	21	1.0	52	2.4

[40] All tables are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

[41] The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 13 illustrates that, regardless of their primary positions at the University, respondents were similarly comfortable with the overall climate and the climate in their departments and work units at UMass Boston.

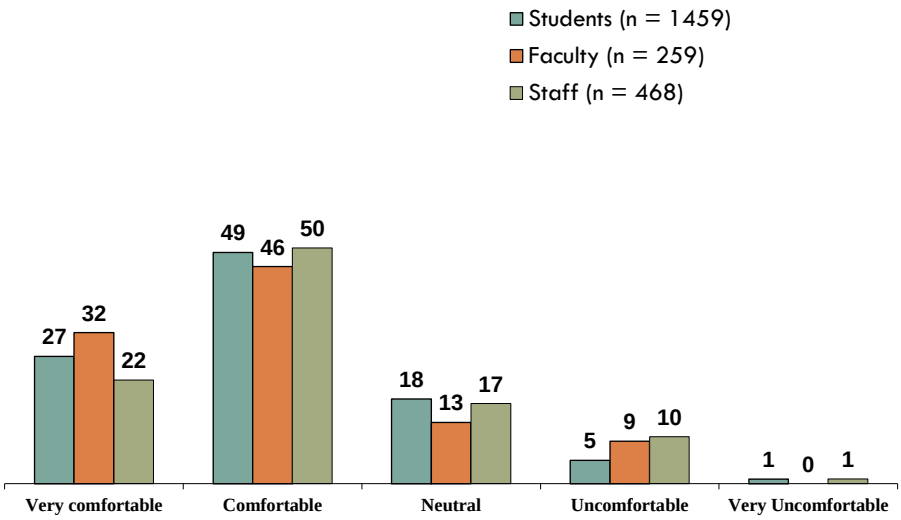


Figure 13. Comfort with Overall Climate by Position (%)

Faculty were most comfortable, in comparison to students and staff, in their departments or work units (Figure 14).

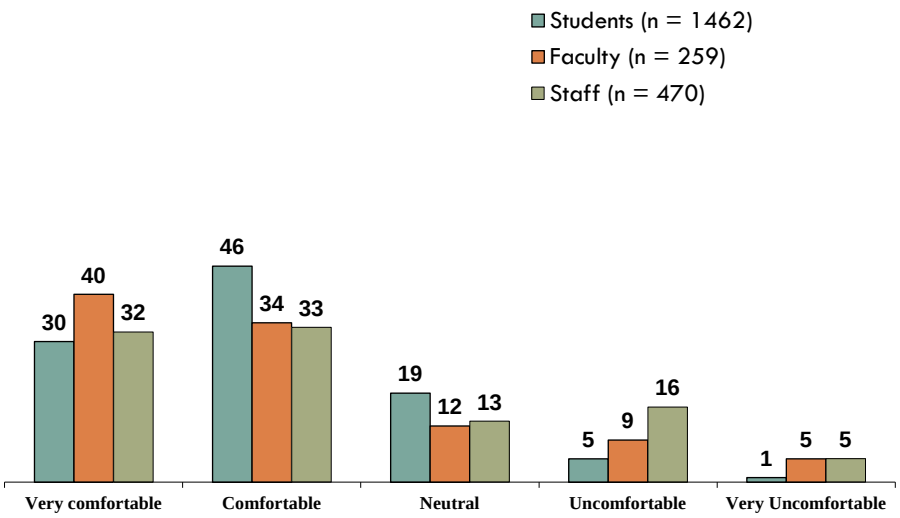


Figure 14. Comfort with Climate in Department/Work Unit by Position (%)

With regard to classroom climate, 78% of students (n = 1,137) were "comfortable" or "very comfortable" with the climate in the classes they were taking. Ninety percent of faculty (n = 230) were "comfortable" or "very comfortable" with the climate in the courses they were teaching (Table 16).

Table 16. Students' and Faculty/Graduate Students' Comfort With the Climate with Classes

	Students' Comfort with Climate in Classes Taken*		Faculty Comfort with Climate in Courses Taught**	
	n	%	n	%
Very Comfortable	349	24.1	107	42.0
Comfortable	788	54.3	123	48.2
Neither Comfortable nor Uncomfortable	208	14.3	15	5.9
Uncomfortable	77	5.3	7	2.7
Very Uncomfortable	18	1.2	1	0.4

*Note: Answered only by students (n = 1,455).
**Note: Answered only by faculty (n = 259).

Seventy-nine percent of graduate students and 77% of undergraduate students were "comfortable" or "very comfortable" with the climate in the courses they were taking (Figure 15).

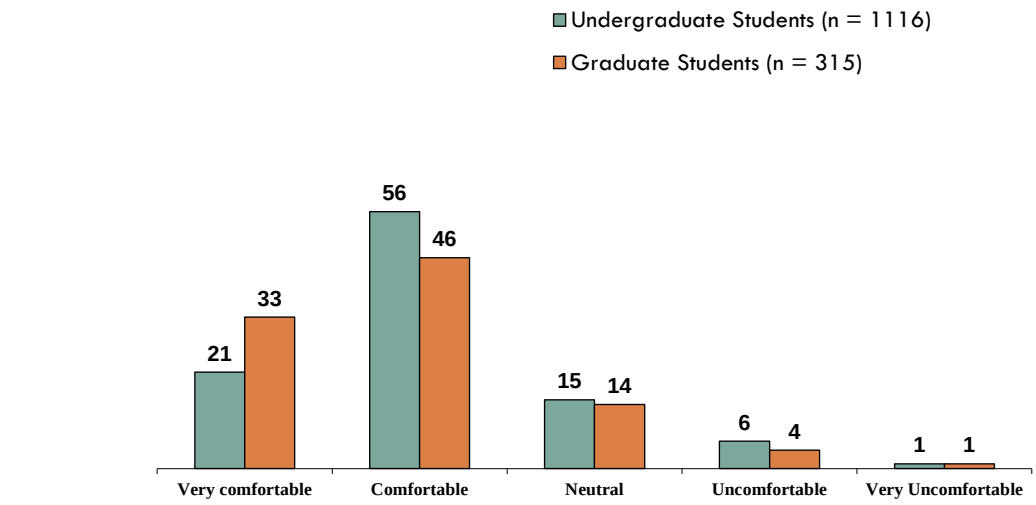


Figure 15. Students' Comfort with Climate in Classes They are Taking (%)

When comparing the data by demographic categories, People of Color were slightly less comfortable than White people with the overall climate for diversity at UMass Boston, the climate in their departments/work units, and the climate in their classes (Figures 16 - 19).

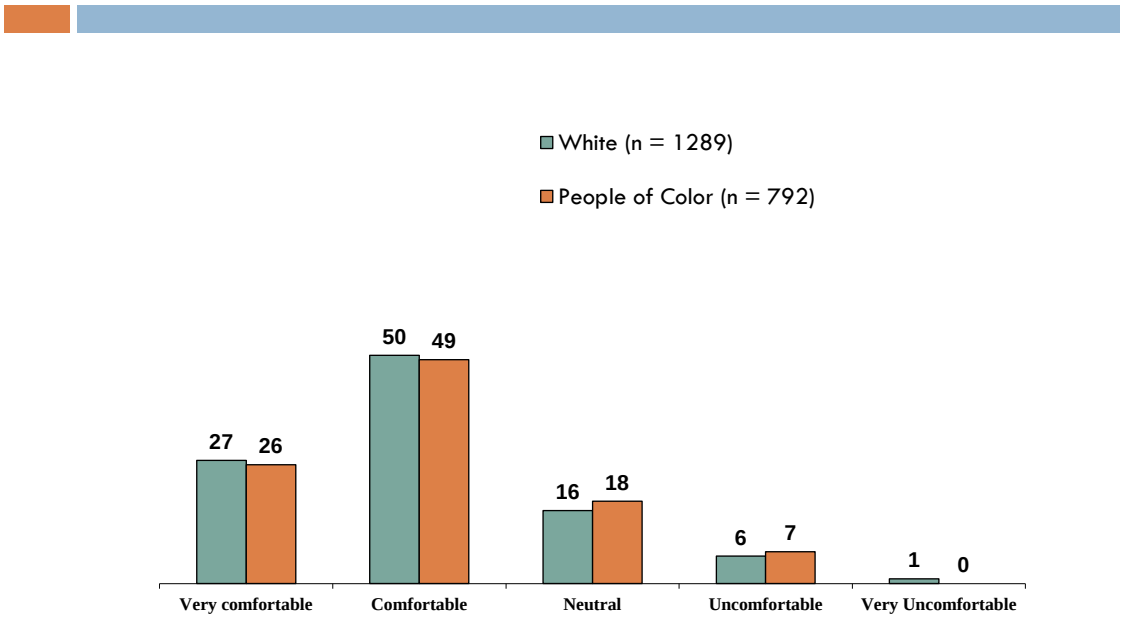


Figure 16. Comfort with Overall Climate by Race (%)

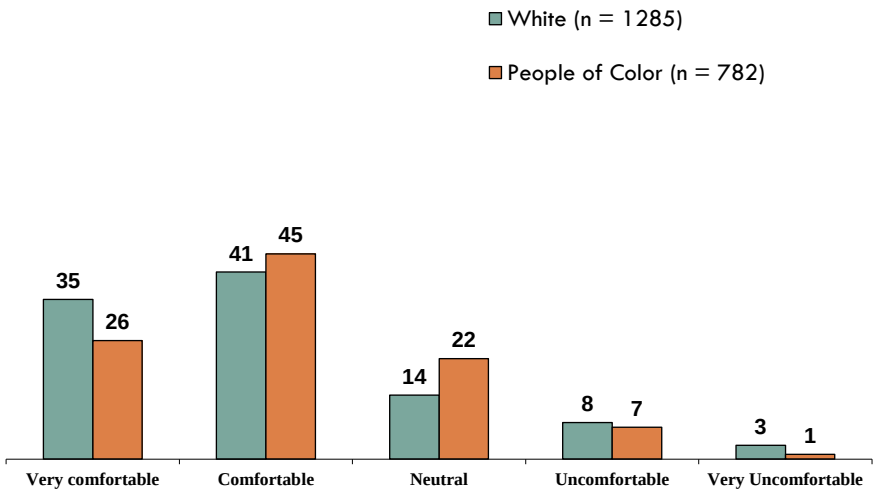


Figure 17. Comfort with Climate in Department/Work Unit by Race (%)

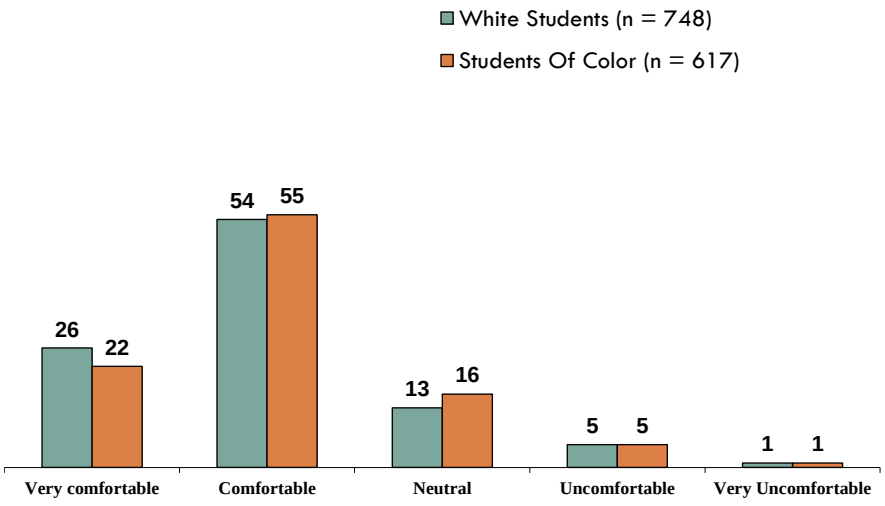


Figure 18. Students' Comfort with Climate in Classes They are Taking by Race (%)

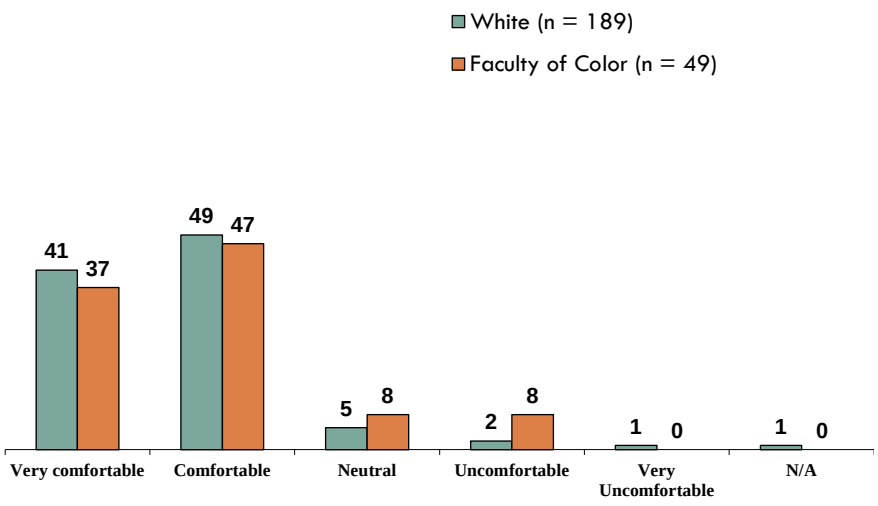


Figure 19. Faculty Comfort with Climate in Classes They are Teaching by Race (%)

In terms of gender, women were slightly less comfortable than men with the overall climate and the climate in their departments/work units. Women students were also slightly less comfortable with the climate in their classes than were men students. There were no differences between men and women faculty members (Figures 20 - 23).

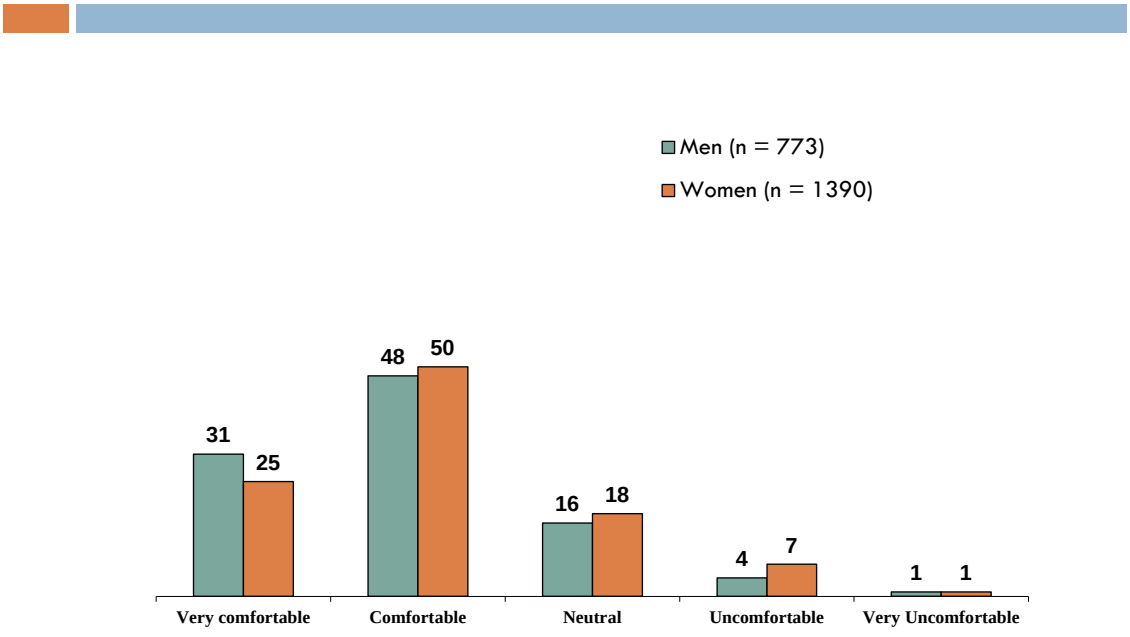


Figure 20. Comfort with Overall Climate by Gender (%)

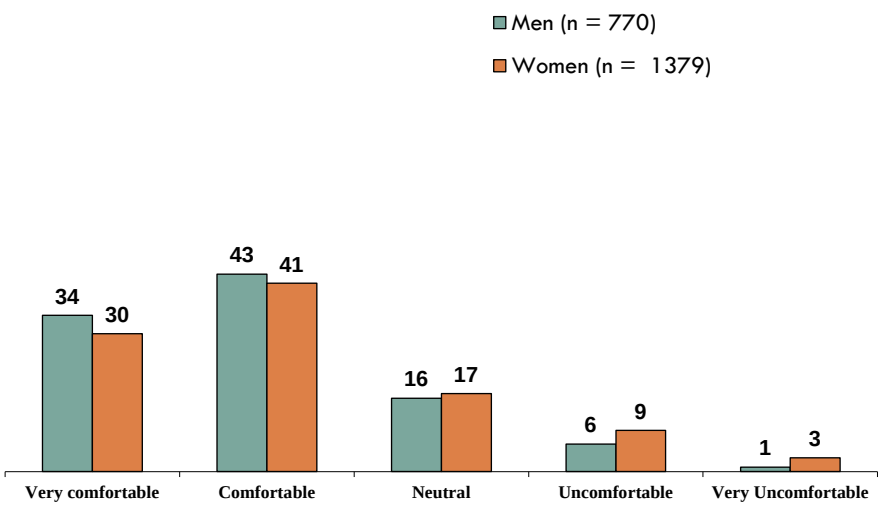


Figure 21. Comfort with Climate in Department/Work Unit by Gender (%)

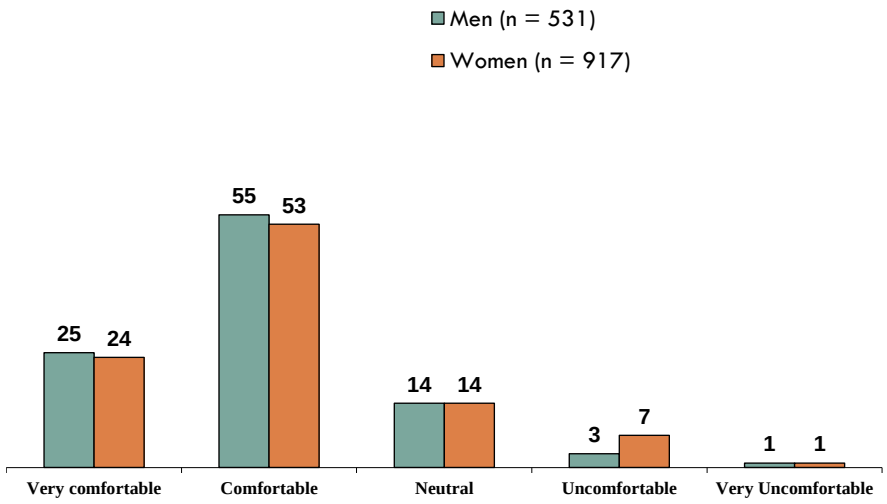


Figure 22. Students' Comfort with Climate in Classes They are Taking by Gender (%)

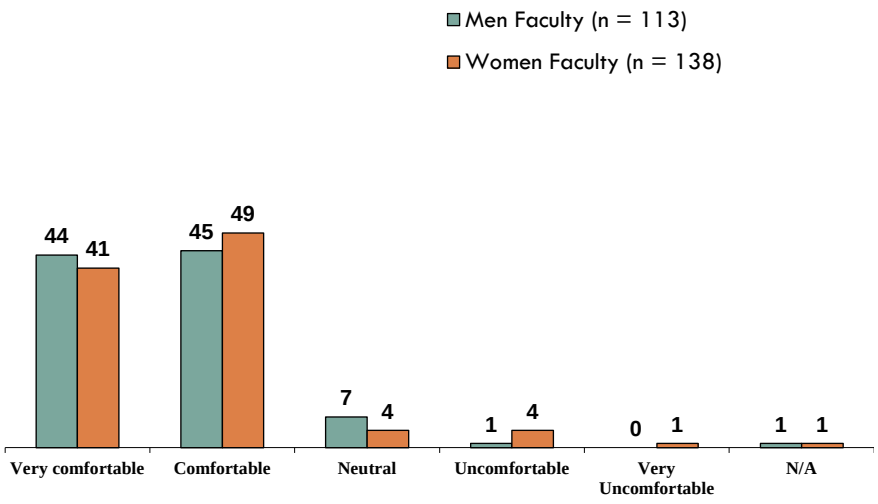


Figure 23. Faculty Comfort with Climate in Classes They are Teaching by Gender (%)

With respect to sexual orientation, LGBQ respondents were slightly more comfortable with the climate in their department/work unit than were heterosexual respondents (Figures 24 & 25).

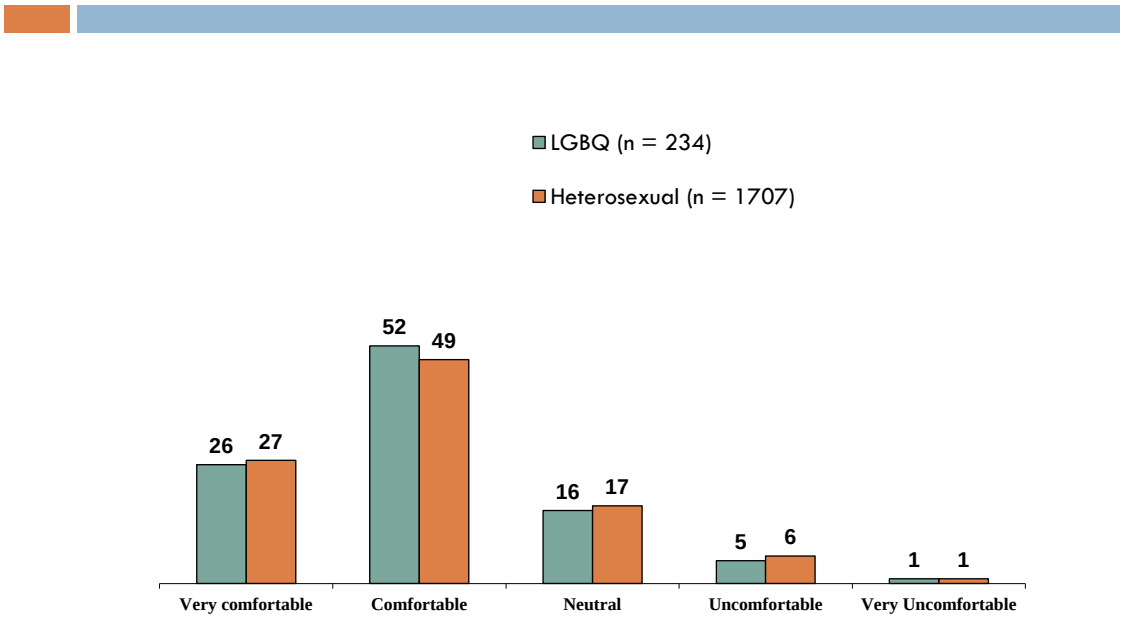


Figure 24. Comfort with Overall Climate by Sexual Orientation (%)

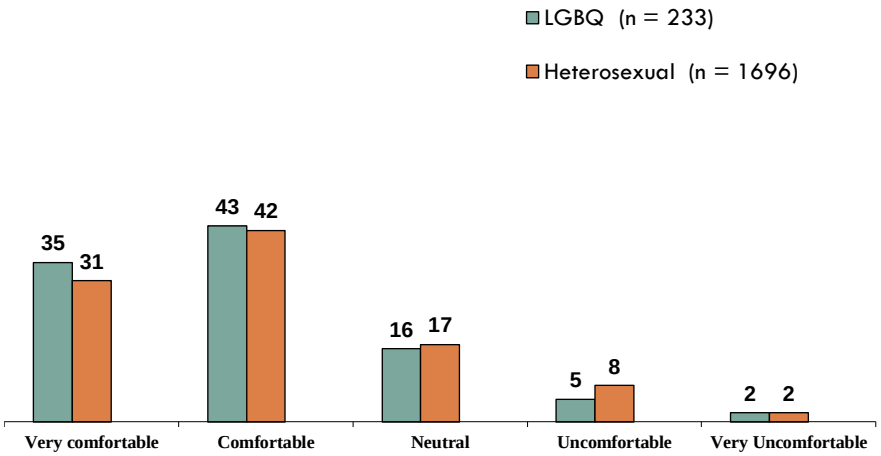


Figure 25. Comfort with Climate in Department/Work Unit by Sexual Orientation (%)

LGBQ students were slightly more comfortable in their classes than were heterosexual students, while LGBQ and heterosexual faculty were similarly comfortable in the classes they taught (Figures 26 & 27).

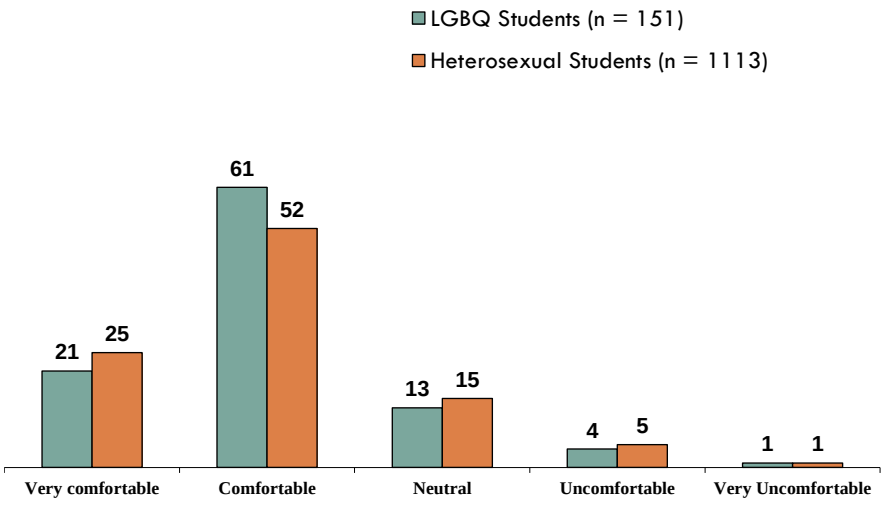


Figure 26. Students' Comfort with Climate in Classes They are Taking by Sexual Orientation (%)

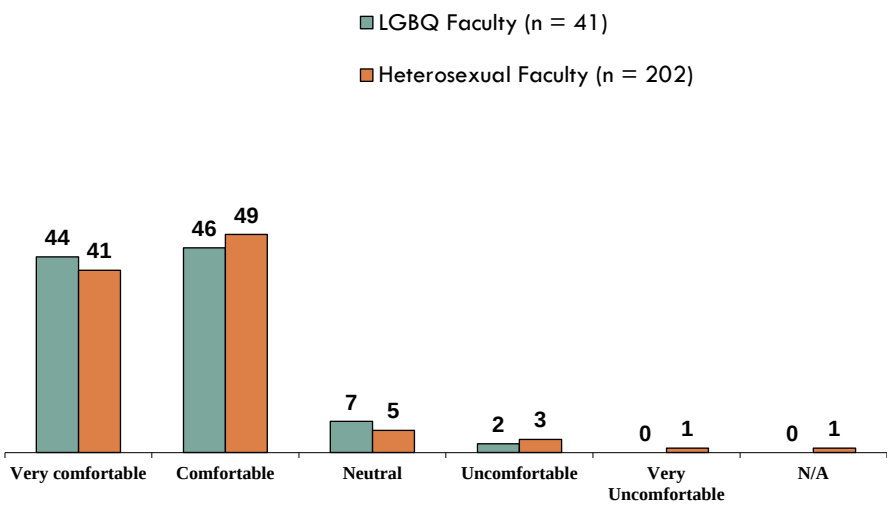


Figure 27. Faculty Comfort with Climate in Classes they are teaching by Sexual Orientation (%)

With respect to disability status, respondents who self-identified as not having disabilities generally were more comfortable with the climate on campus, in their departments/work units, and in their classes than were respondents with disabilities (Figures 28 - 31).

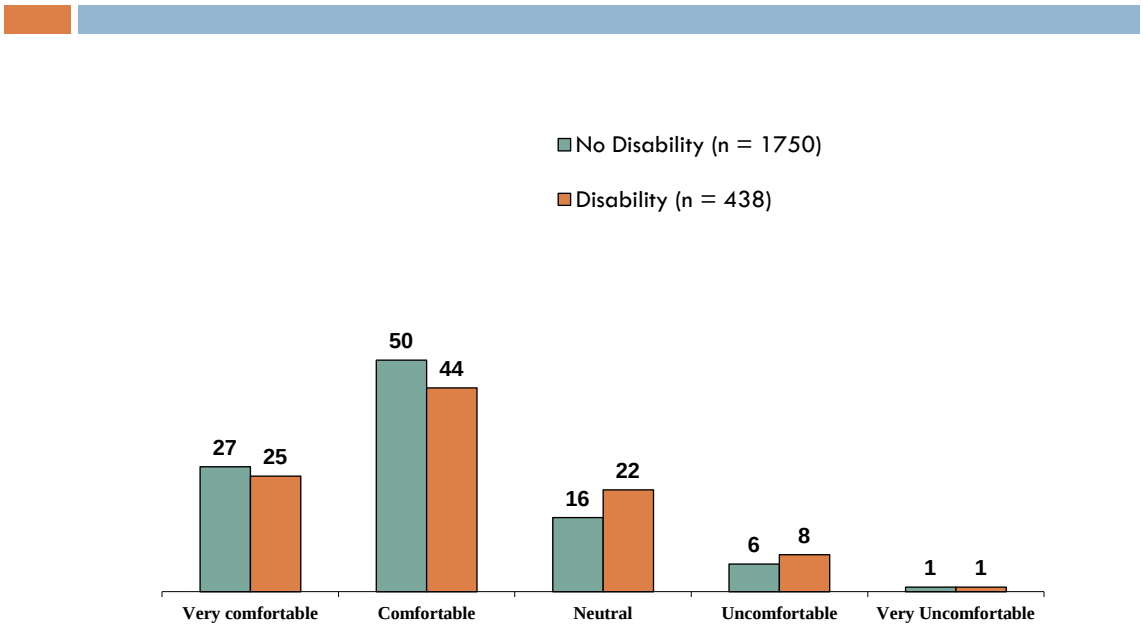


Figure 28. Comfort with Overall Climate by Disability Status (%)

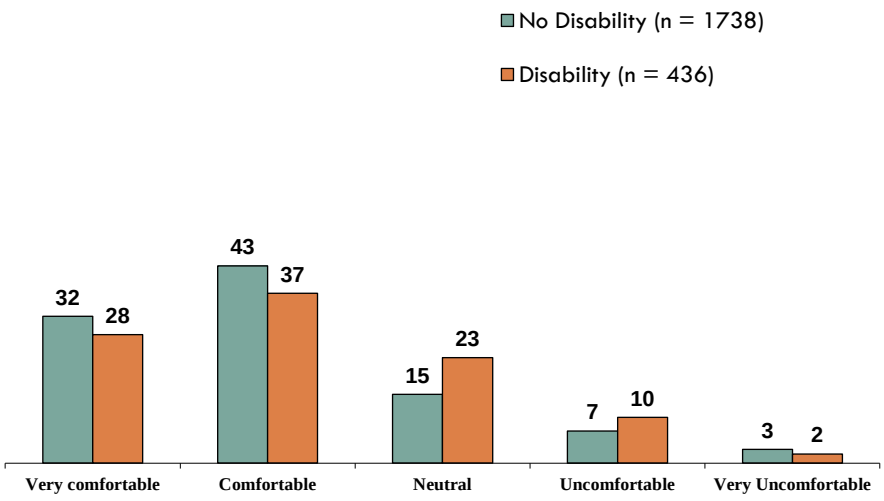


Figure 29. Comfort with Climate in Department/Work Unit by Disability Status (%)

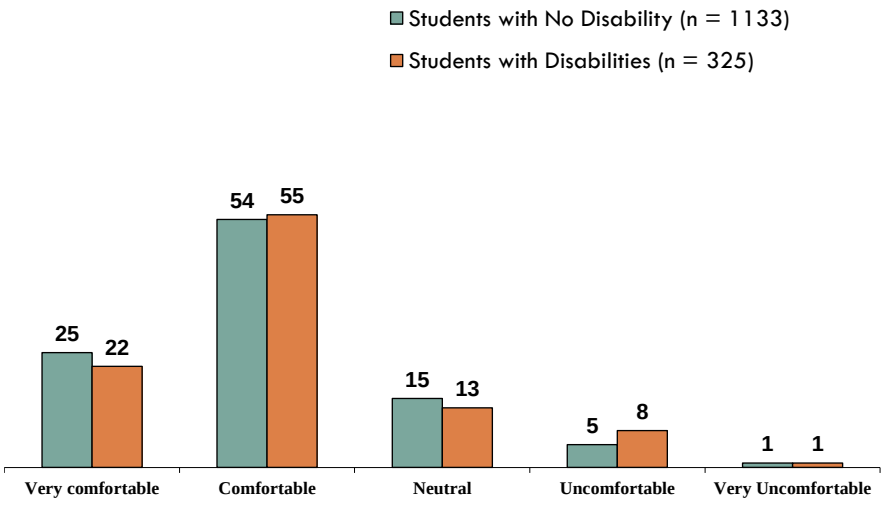


Figure 30. Students' Comfort with Climate in Classes They are Taking by Disability Status (%)

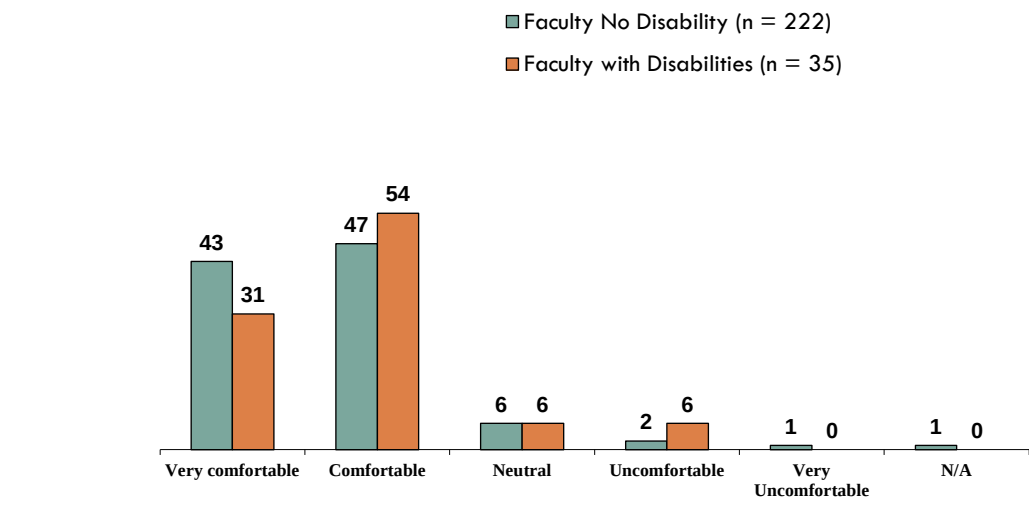


Figure 31. Faculty Comfort with Climate in Classes They are Teaching by Disability Status (%)

With regard to religious/spiritual affiliation, respondents who considered themselves Christians and respondents who identified with other than Christian affiliations felt similarly about the overall climate and the climate in their department/work unit (Figures 32 - 35). Faculty who identified with other than Christian religious/spiritual affiliations were less comfortable in the classes they taught than were Christian faculty (Figure 35).

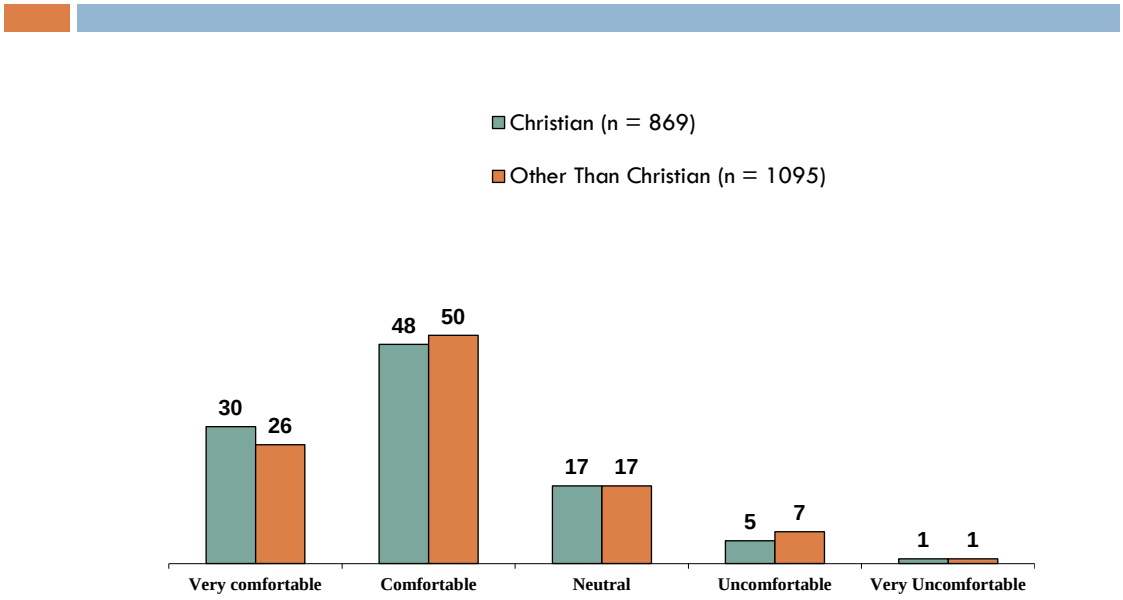


Figure 32. Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

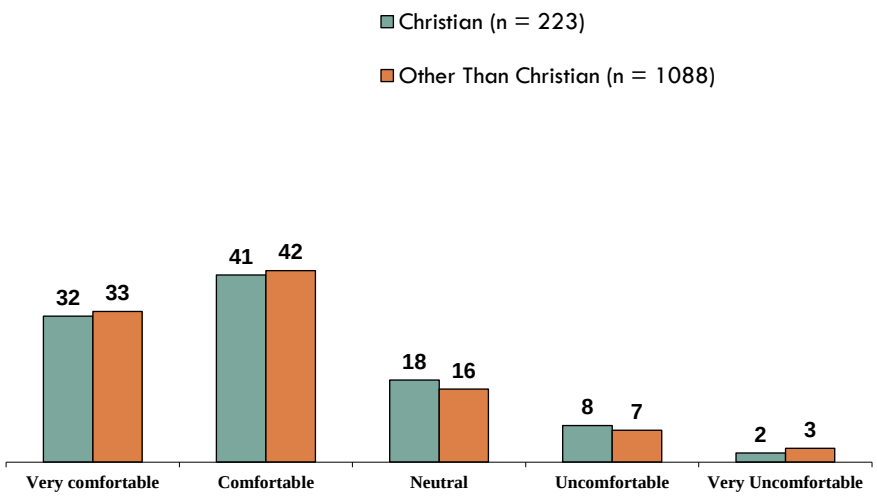


Figure 33. Comfort with Climate in Department/Work Unit by Religious/Spiritual Affiliation (%)

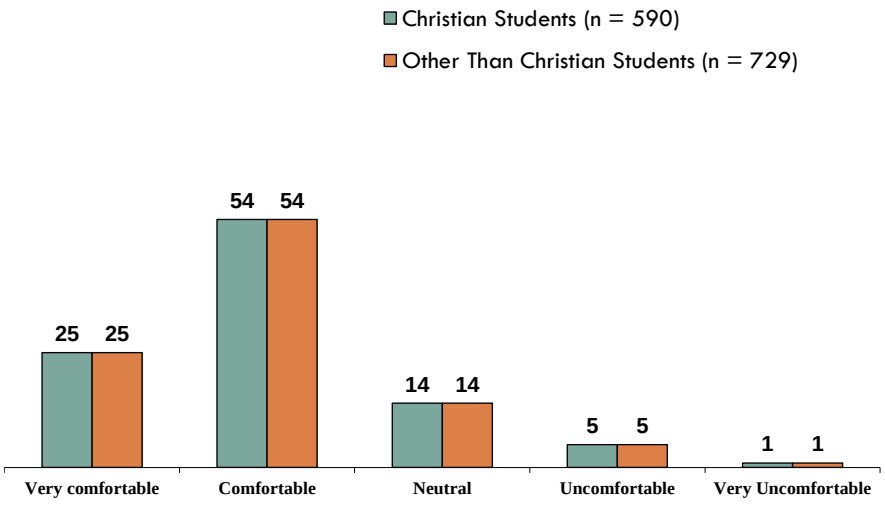


Figure 34. Students' Comfort with Climate in Classes They are Taking by Religious/Spiritual Affiliation (%)

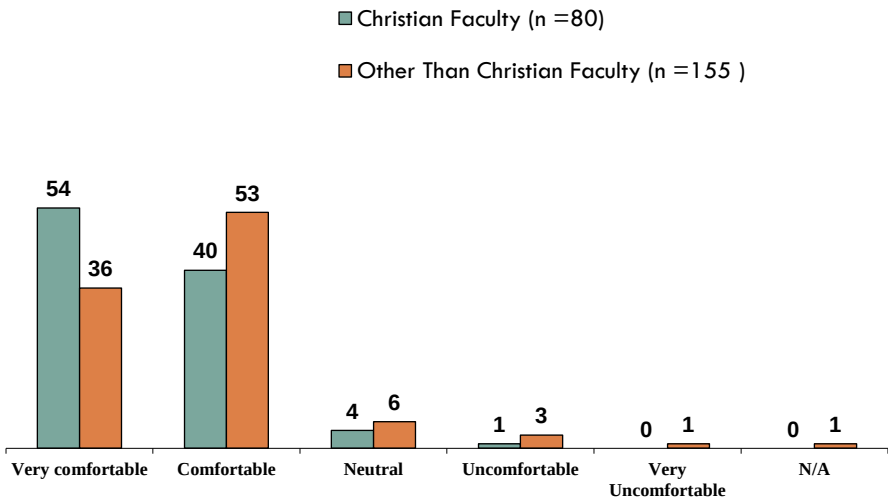


Figure 35. Faculty Comfort with Climate in Classes They are Teaching By Religious/Spiritual Affiliation (%)

Perceptions of Level of Respect

Forty-two percent of the respondents indicated that the overall campus climate was "very respectful" of people from White racial/ethnic backgrounds (Table 17). Approximately one-third of all respondents indicated the overall campus climate was "very respectful" of people from Asian, Black, and Latino/Hispanic backgrounds.

Table 17. Ratings of Overall Campus Climate for Various Races/Ethnicities

	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
Race/Ethnicity	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Alaskan Native/Native American/Indigenous	595	29.7	779	38.9	24	1.2	6	0.3	601	30.0
Asian	683	34.0	957	47.6	52	2.6	22	1.1	296	14.7
Black	691	34.3	977	48.5	55	2.7	18	0.9	272	13.5
Latino(a)/Hispanic	671	33.5	969	48.3	56	2.8	11	0.5	298	14.9
Pacific Islander/Native Hawaiian	603	30.3	842	42.4	17	0.9	7	0.4	518	26.1
White	850	42.2	956	47.4	43	2.1	10	0.5	156	7.7

Table 18 indicates that more than half of all respondents thought that the overall campus climate was "very respectful"/"respectful" of all of the campus groups listed in the table. Non-native English speakers (7%; n = 136) and socioeconomically disadvantaged respondents (6%; n = 124) indicated that the climate was "very disrespectful"/"disrespectful", the highest among the groups examined.

Table 18. Ratings of Overall Campus Climate for Various Campus Groups

	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
Group	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Psychological health issues	485	24.6	852	43.2	85	4.3	10	0.5	540	27.4
Physical health issues	556	28.3	942	47.9	60	3.0	6	0.3	404	20.5
Female	684	34.7	1007	51.1	71	3.8	13	0.7	197	10.0
Religious affiliations other than Christian	555	28.3	934	47.7	60	3.1	13	0.7	396	20.2
Christian affiliations	541	27.6	933	47.6	47	2.4	17	0.9	421	21.5
Gay, lesbian, bisexual, transgender	571	29.2	943	48.2	62	3.2	2	0.1	380	19.4
Immigrants	591	30.2	976	49.8	71	3.6	8	0.4	314	16.0
International students, staff, or faculty	622	31.7	976	49.8	68	3.5	11	0.6	284	14.5
Learning disabled	530	27.2	904	46.3	65	3.3	9	0.5	444	22.7
Male	718	36.9	945	48.6	32	1.6	6	0.3	244	12.5
Non-native English speakers	535	27.3	995	50.8	121	6.2	15	0.8	292	14.9
Parents/guardians	571	29.3	949	48.7	56	2.9	9	0.5	365	18.7
People of color	655	33.6	999	51.2	57	2.9	11	0.6	229	11.7
Providing care for adults who are disabled and/or elderly	508	26.1	856	43.9	54	2.8	5	0.3	525	27.0
Physical disability	568	29.1	961	49.3	53	2.7	7	0.4	361	18.5
Socioeconomically disadvantaged	549	28.2	913	47.0	102	5.2	22	1.1	358	18.4
Socioeconomically advantaged	554	28.6	908	46.9	59	3.0	13	0.7	404	20.8
Transgender	459	23.7	781	40.4	83	4.3	11	0.6	601	31.1
Veterans/active military	618	31.9	889	45.8	31	1.6	5	0.3	397	20.5

Perceptions of Campus Accessibility

Substantial percentages of respondents did not know how accessible most aspects of campus were (Table 19). With regard to campus accessibility for people with disabilities, dining facilities, elevators, the library, restrooms, and walkways/pedestrian paths were considered "fully accessible."

Table 19. Ratings of Campus Accessibility

	Fully Accessible		Accessible with Accommodations		Not Accessible		Don't Know	
Area	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Physical Accessibility								
Athletic Facilities (stadium, arena, etc.)	671	33.5	514	25.7	67	3.3	751	37.5
Classroom buildings	949	47.2	709	35.3	90	4.5	262	13.0
Classrooms, labs	784	39.3	632	31.6	80	4.0	501	25.1
Computer labs	817	41.0	576	28.9	91	4.6	510	25.6
Dining Facilities	1125	56.3	549	27.5	60	3.0	263	13.2
Elevators	1210	60.7	529	26.5	54	2.7	201	10.1
Health Services Center	885	44.5	455	22.9	49	2.5	602	30.2
Library	1045	52.5	599	30.1	66	3.3	280	14.1
On campus transportation/parking	758	38.1	647	32.6	241	12.1	341	17.2
Other campus locations	560	28.5	389	19.8	102	5.2	912	46.5
Recreational facilities	674	34.2	446	22.7	69	3.5	780	39.6
Restrooms	1059	53.2	594	29.8	126	6.3	213	10.7
Studios/Performing arts spaces	553	28.1	354	18.0	68	3.5	995	50.5
Walkways and pedestrian paths	1022	51.9	600	30.5	118	6.0	229	11.6
Course Instruction/Materials accessibility								
Braille signage	306	15.8	298	15.4	96	5.0	1239	63.9
Hearing loops	273	14.1	257	13.2	83	4.3	1328	68.4
Information in Alternative Formats	319	16.5	327	16.9	95	4.9	1192	61.7
Instructional Materials	398	20.7	375	19.5	88	4.6	1060	55.2
UMass Boston Website	875	46.6	495	26.4	124	6.6	382	20.4

Table 20 depicts by Disability Status (respondents with self-identified disabilities and those without disabilities) whether respondents found certain areas of campus "not accessible." The original question asked respondents the degree to which they found those areas "fully accessible," "accessible with accommodations," "not accessible," or "don't know."

Table 20. "**Not Accessible**" Ratings of Campus by Disability Status

	Not Accessible Rating from Respondents with No Disabilities		Not Accessible Rating from Respondents with Disabilities	
Area	**n**	**%**	**n**	**%**
Physical Accessibility				
Athletic Facilities (stadium, arena, etc.)	52	3.3	15	3.6
Classroom buildings	65	4.1	26	6.1
Classrooms, labs	58	3.7	22	5.4
Computer labs	69	4.4	22	5.4
Dining Facilities	48	3.0	12	2.9
Elevators	41	2.6	13	3.2
Health Services Center	39	2.5	10	2.4
Library	48	3.0	18	4.4
On campus transportation/parking	187	11.9	54	13.2
Other campus locations	79	5.1	23	5.7
Recreational facilities	56	3.6	13	3.2
Restrooms	101	6.4	25	6.2
Studios/Performing arts spaces	50	3.2	18	4.5
Walkways and pedestrian paths	89	5.7	29	7.2
Course Instruction/Materials accessibility				
Braille signage	77	5.0	19	4.8
Hearing loops	66	4.3	17	4.2
Information in Alternative Formats	69	4.5	26	6.5
Instructional Materials	62	4.1	26	6.5
UMass Boston Website	92	6.2	32	8.4

Harassment: Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

Within the past year, 22% of respondents (n = 478) believed that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) at UMass Boston. This includes respondents who indicated that the conduct interfered with their ability to work or learn and those who indicated that the conduct did not interfere with their ability to work or learn[42]. Fourteen percent of respondents (n = 299) said that the conduct interfered with their ability to work or learn[43] at the UMass Boston, and 8% of respondents (n = 179) felt the conduct did not interfere with their ability to work or learn on campus. Twenty-eight percent of respondents who experienced such behavior (n = 132) said the conduct was based on their position at UMass Boston. Others said they experienced such conduct based on their age (20%, n = 94), ethnicity (18%, n = 87), or race (16%, n = 78) (Table 21).

[42] The literature on microagressions is clear that this type of conduct has an negative influence on people who experience it even if they feel at the time that it had no impact (Sue, 2010; Yosso, et al., 2009).

[43] Under the United States Code Title 18 Subsection 1514(c)1, harassment is defined as "a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose" (http://www.eeoc.gov/laws/vii.html). In higher education institutions, legal issues discussions define harassment as any conduct that unreasonably interferes with one's ability to work or learn on campus. The questions used in this survey to uncover participants' personal and observed experiences with harassment were designed using these definitions.

Table 21. Bases of Experienced Harassment

Bases	n	%
Position (staff, faculty, student)	132	27.6
Age	94	19.7
Ethnicity	87	18.2
Race	78	16.3
Don't Know	56	11.7
Educational level	53	11.1
Philosophical views	51	10.7
Gender identity	45	9.4
Country of origin	42	8.8
English language proficiency/accent	39	8.2
Academic Performance	38	7.9
Political views	38	7.9
Socioeconomic status	31	6.5
Discipline of study	30	6.3
Ancestry	28	5.9
Immigrant/citizen status	27	5.6
Gender expression	26	5.4
Participation in an organization/team	26	5.4
Religious/spiritual views	25	5.2
Physical characteristics	24	5.0
International Status	22	4.6
Medical condition	22	4.6
Psychological condition	20	4.2
Sexual orientation	19	4.0
Learning disability	14	2.9
Marital status (e.g. single, married, partnered)	14	2.9
Parental status (e.g., having children)	14	2.9
Educational modality (on-line, classroom)	13	2.7
Physical disability	12	2.5
Pregnancy	4	0.8
Military/veteran status	1	0.2
Other	123	25.7

Note: Only answered by respondents who experienced of harassment (n = 478).
Percentages do not sum to 100 due to multiple responses.

The following figures depict the responses by selected characteristics (e.g., socioeconomic status, race/ethnicity, gender, position) of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., stigmatized, shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) at University of Massachusetts Boston?"

When reviewing these results in terms of race (Figure 36), 24% of Respondents of Color (n = 186) believed they had experienced this conduct as did 20% of White respondents (n = 259). Of those respondents who believed they had experienced the conduct, 31% of Respondents of Color (n = 58) said it was based on their race, while 5% of White respondents (n = 13) thought the conduct was based on race.

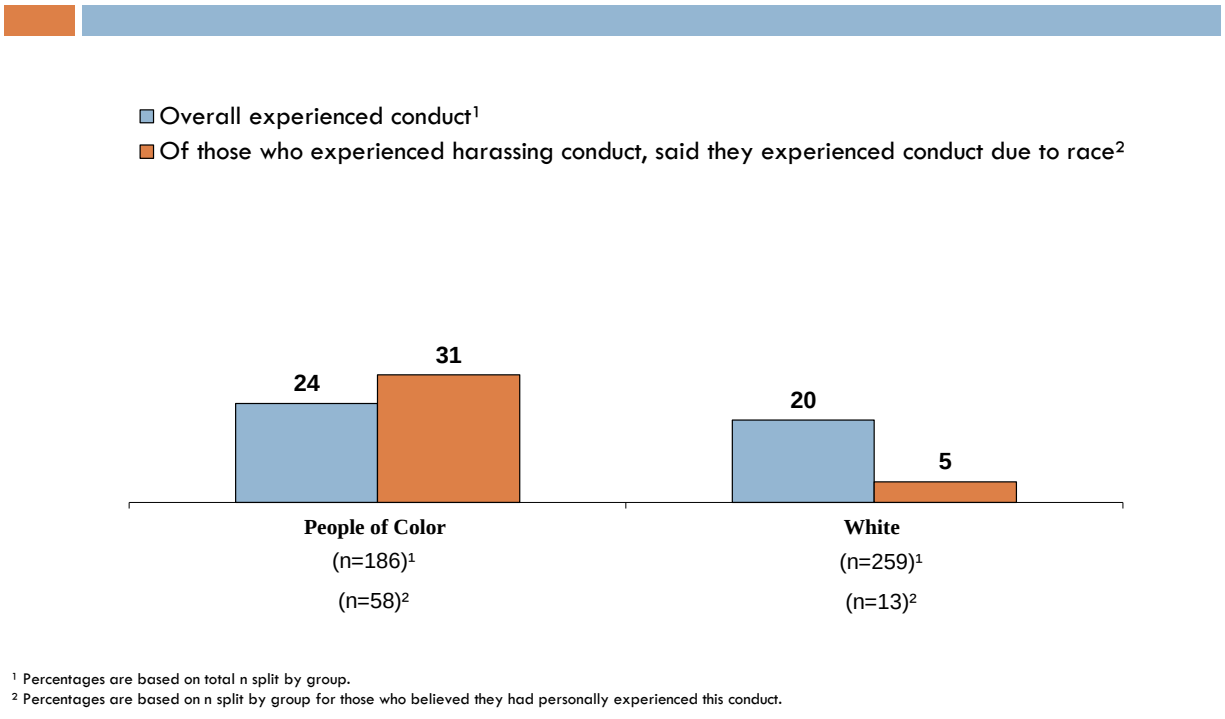


Figure 36. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Race (by Race) (%)

When reviewing the data by gender (Figure 37), a higher percentage of women (24%, n = 330) believed they had experienced offensive, hostile, or intimidating conduct than did men (18%, n = 137). Eleven percent of women (n = 37) and 4% of men (n = 6) who believed they had experienced this said it was based on gender identity.

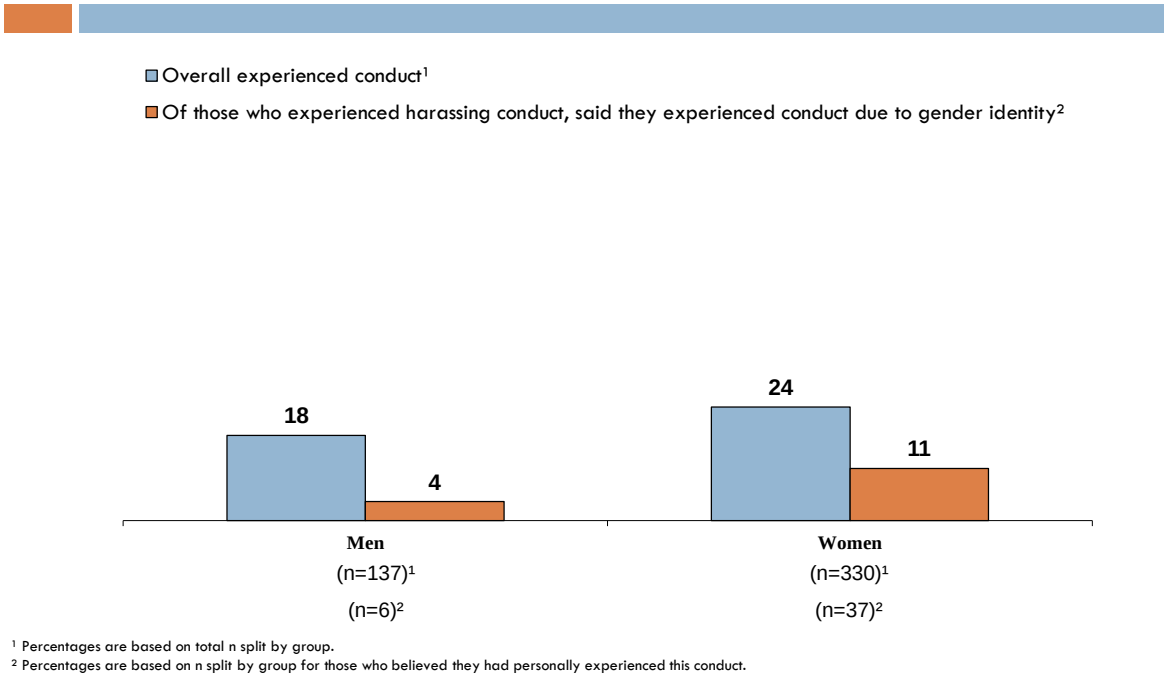
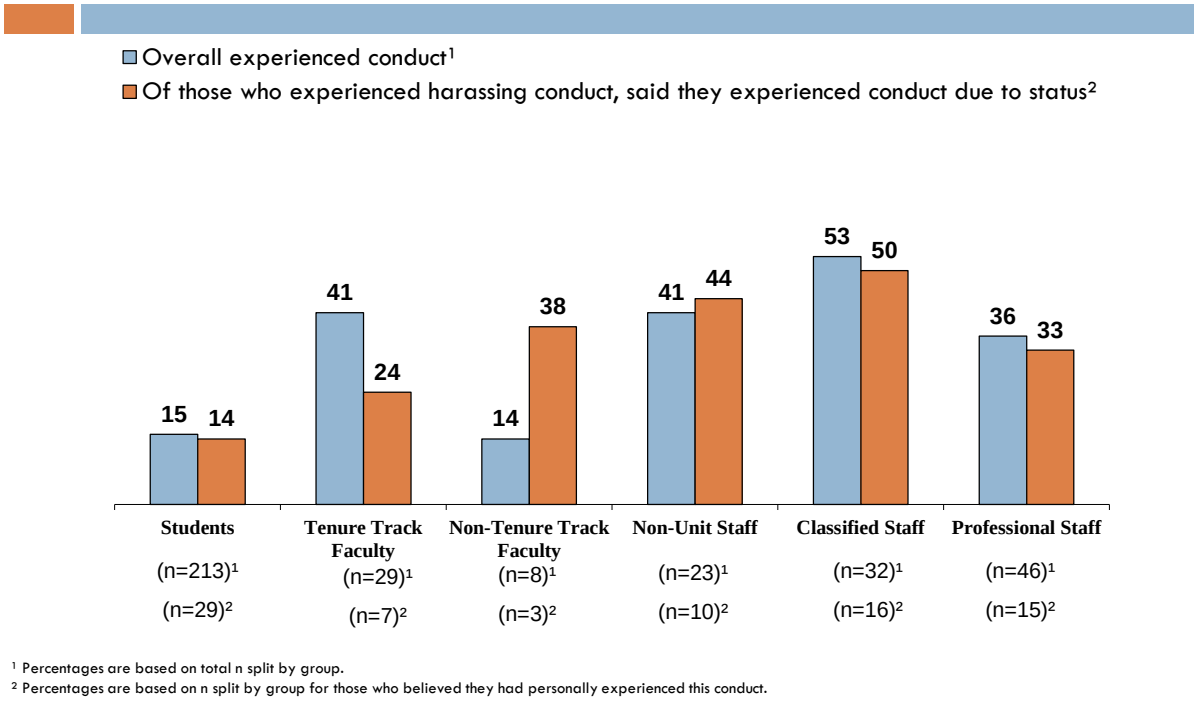


Figure 37. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Gender (by Gender) (%)

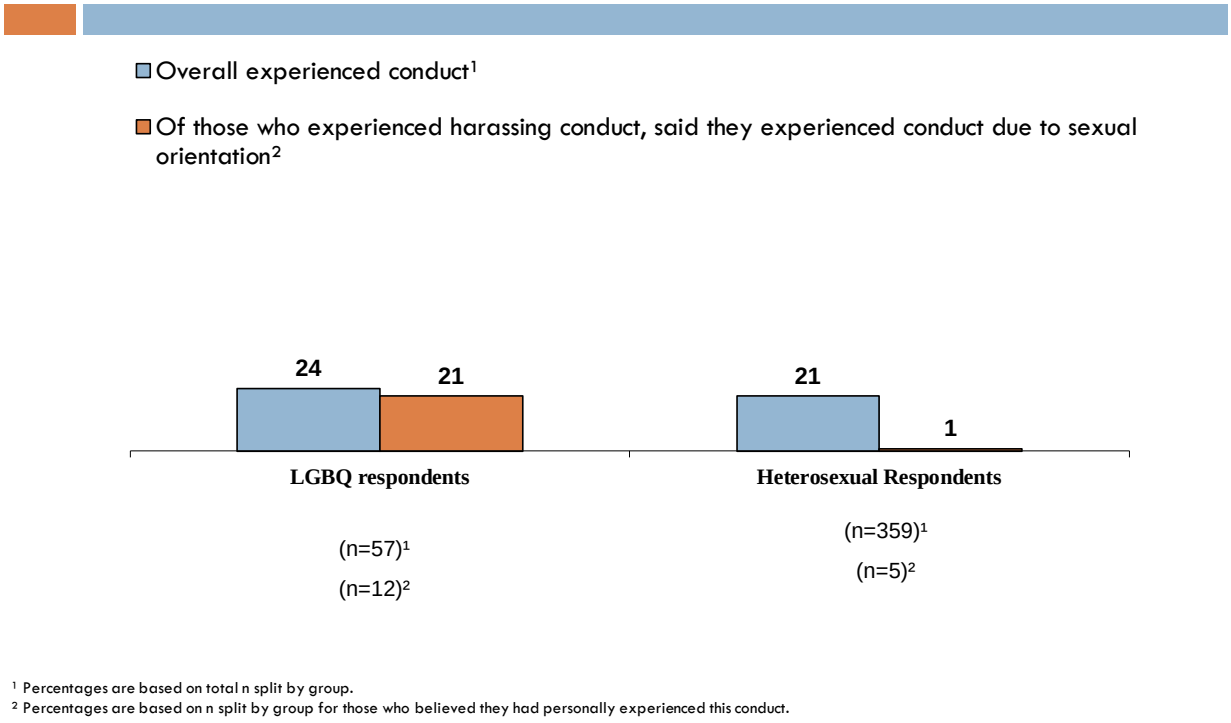
As depicted in Figure 38, greater percentages of classified staff respondents believed they had been harassed than did other respondents. Fifty percent (n = 16) of classified staff members and 44% of non-unit staff members (n = 10) who believed they were harassed said the conduct was based on their position status at UMass Boston.



[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 38. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Position Status (%)

Figure 39 illustrates that a slightly higher percentage of LGBQ respondents than heterosexual respondents believed they had experienced this conduct (24% versus 21%). Of those who believed they had experienced this type of conduct, 21% of LGBQ respondents (n = 12) versus 1% of heterosexual respondents (n = 5) indicated that this conduct was based on sexual orientation.



[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 39. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Sexual Orientation (%)

Similar percentages of respondents with other than Christian religious/spiritual affiliations (22%) and Christian respondents (20%) experienced harassing behavior in the past year (Figure 40). Very few respondents (7% of Christian respondents and 3% of Other Than Christian respondents) indicated the harassment was based on religious/spiritual affiliation.

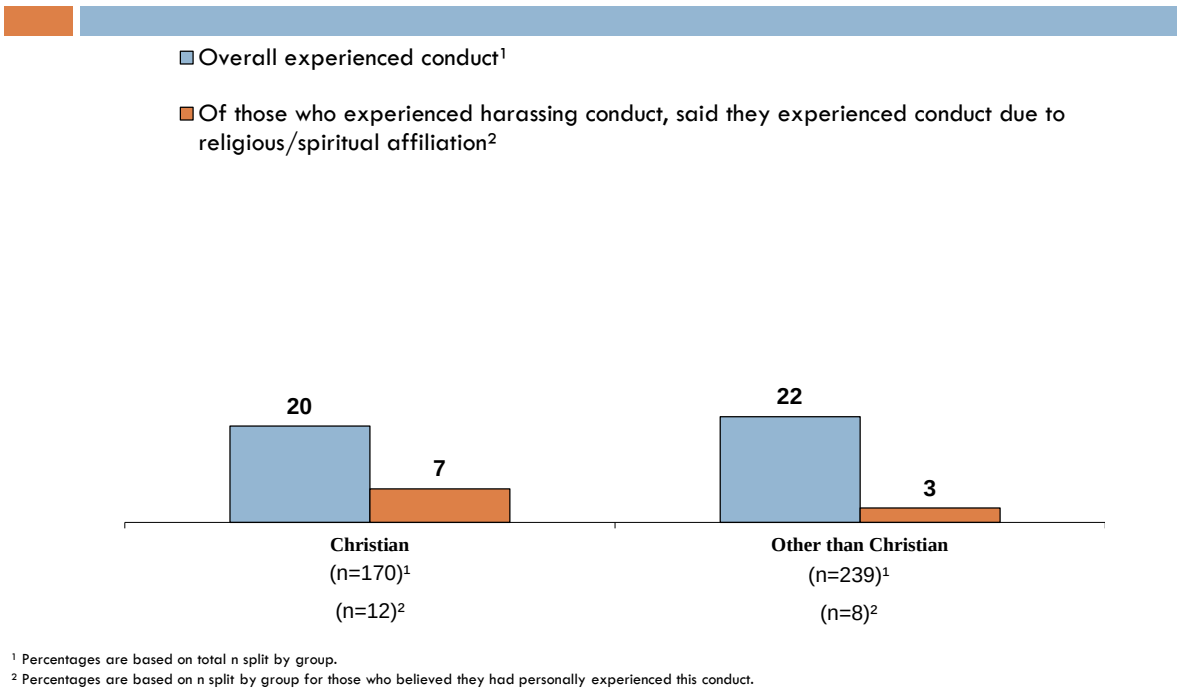


Figure 40. Personal Experiences of Exclusionary, Offensive, Hostile, or Intimidating Conduct Due to Religious/Spiritual Affiliation (%)

Table 22 illustrates the manners in which the individuals experienced harassing conduct. Forty-four percent felt deliberately ignored or excluded; 37% felt intimidated and bullied; 30% felt isolated or left out, and 17% were the targets of derogatory remarks.

Table 22. Form of Experienced Harassment

	n	%
I felt I was ignored or excluded	209	43.7
I felt intimidated/bullied	176	36.8
I felt isolated or left out	143	29.9
I was the target of derogatory verbal remarks	82	17.2
I felt isolated or left out when work was required in groups	75	15.7
I observed others staring at me	58	12.1
I feared getting a poor grade because of a hostile classroom environment	57	11.9
I Was the target of rumors that negatively affected my work experience or evaluation	54	11.3
I received derogatory written comments	47	9.8
I received a low performance evaluation	34	7.1
I feared for my physical safety	32	6.7
I was singled out as the spokesperson for my identity group	31	6.5
I feared getting poor course evaluations because of a hostile classroom environment	30	6.3
I was the target of racial/ethnic profiling	27	5.6
I was the victim of derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts	15	3.1
I received derogatory phone calls	10	2.1
Someone assumed I was admitted/hired/promoted due to my identity	10	2.1
Someone assumed I was not admitted/hired/promoted due to my identity	9	1.9
I feared for my family's safety	7	1.5
I was the target of stalking	7	1.5
I received threats of physical violence	6	1.3
I was the target of physical violence	5	1.0
I was the victim of a crime	3	0.6
I was the target of graffiti/vandalism	2	0.4

Note: Only answered by respondents who believed they had experienced harassment (n = 478).
Percentages do not sum to 100 due to multiple responses.

Twenty-nine percent of respondents who experienced harassment said it occurred in a UMass Boston office or while working at a UMass Boston job. Twenty-five percent said the incidents occurred in a class/lab/clinical/community placement setting (Table 23).

Table 23. Location of Experienced Harassment

	n	%
In a UMass Boston office	140	29.3
While working at a UMass Boston job	137	28.7
In a class/lab/clinical/community placement setting	117	24.5
In a meeting with a group of people	100	20.9
In a public space at UMass Boston	86	18.0
In a meeting with one other person	65	13.6
In a faculty office	53	11.1
At a UMass Boston event	30	6.3
While walking on campus	29	6.1
Off campus	24	5.0
In a UMass Boston dining facility	22	4.6
On a social networking site/Facebook/ Twitter/cell phone/other form of technological communication	18	3.8
On campus transportation	16	3.3
In an on-line class	14	2.9
In a health services setting at UMass Boston	12	2.5
In a student organization/club	9	1.9
In athletic facilities	8	1.7
In off campus housing	6	1.3
On transportation to sports, academic field trips, etc.	1	0.2

Note: Only answered by respondents who believed they had experienced harassment (n = 478). Percentages do not sum to 100 due to multiple responses.

Thirty percent of the respondents identified students as the sources of the conduct. Twenty-six percent identified administrators, 21% identified faculty members, 19% identified staff members, and 18% selected co-workers as the sources (Table 24).

Table 24. Source of Experienced Harassment

	n	%
Student	142	29.7
Administrator	122	25.5
Faculty member	102	21.3
Staff member	90	18.8
Co-worker	87	18.2
Supervisor	67	14.0
Department head	64	13.4
Don't know source	22	4.6
Advisor	19	4.0
Stranger	17	3.6
Friend	14	2.9
Faculty advisor	12	2.5
Student employee	11	2.3
Teaching assistant/Grad assistant/Lab assistant/Tutor	11	2.3
Service Providers	10	2.1
Campus organizations or groups	9	1.9
Campus police/public safety	9	1.9
Person that I supervise	9	1.9
Campus visitor(s)	8	1.7
Health Services Staff	8	1.7
Campus media	6	1.3
Athletic coach/trainer	4	0.8
Contractors/vendors	4	0.8
Union representative	4	0.8
Alumni	3	0.6
Registered Campus Organization	3	0.6
Donor	2	0.4
Partner/spouse	2	0.4
Social Networking site (e.g. Facebook, Twitter)	2	0.4
Off campus community member	1	0.2
Patient	1	0.2

Note: Only answered by respondents who believed they had experienced harassment (n = 478).
Percentages do not sum to 100 due to multiple responses.

Figure 41 reviews the source of perceived harassment by status. Students were the greatest sources of harassment for other students, while more faculty respondents were harassed by administrators. Staff respondents identified both administrators and supervisors as sources of harassment.

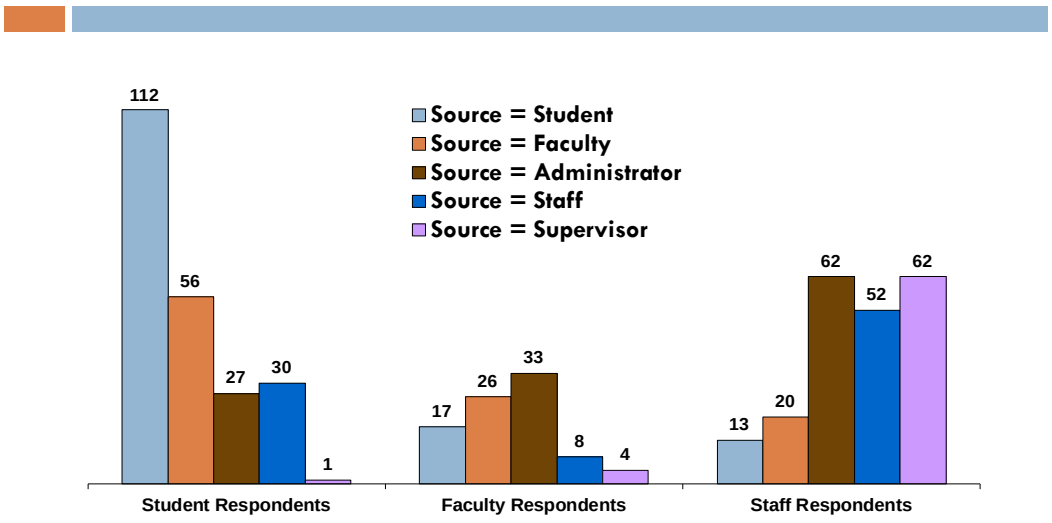


Figure 41. Source of Conduct by Position Status (n)

In response to this conduct, 54% of respondents were angry, 37% told a friend or colleague, 35% felt embarrassed, 27% told a family member, and 26% ignored it (Table 25). Twelve percent (n = 55) told their union representatives. While 6% of participants (n = 28) made complaints to campus officials, 14% did not report the incident for fear of negative treatment, 12% (n = 55) didn't report it for fear their complaints would not be taken seriously, and 11% (n = 51) did not know who to go to.

Table 25. Reactions to Experienced Harassment

Reactions	**n**	**%**
I was angry	258	54.0
I told a friend/colleague	175	36.6
I felt embarrassed	167	34.9
I told a family member	127	26.6
I ignored it	124	25.9
I avoided the harasser	106	22.2
I felt somehow responsible	71	14.9
I was afraid	68	14.2
I did not report it for fear of negative treatment	65	13.6
I confronted the harasser at the time	56	11.7
I sought support from a supervisor/administrator	56	11.7
I did nothing	56	11.7
I told my union representative	55	11.5
I didn't report it for fear that my complaint would not be taken seriously	55	11.5
I didn't know who to go to	51	10.7
I left the situation immediately	50	10.5
I sought support from a staff person	48	10.0
I sought support from a faculty member	39	8.2
I sought support from campus resource	35	7.3
It didn't affect me at the time	30	6.3
I confronted the harasser later	30	6.3
I made a formal complaint to a campus employee/official	28	5.9
I sought support from a department chair	27	5.6
I did report it but I did not feel the complaint was taken seriously	27	5.6
I sought information on-line	17	3.6
I sought support from off-campus hot-line/advocacy services	15	3.1
I consulted with university officials and followed the policy procedure for informal resolution of a discriminatory dispute	11	2.3

Table 25. (con.)	**n**	**%**
I contacted a local law enforcement official	5	1.0
I sought support from a spiritual advisor	5	1.0
I sought support from a TA/grad assistant	1	0.2
I sought support from student employee	1	0.2

Note: Only answered by respondents who believed they had experienced harassment (n = 478). Percentages do not sum to 100 due to multiple responses.

Respondents were invited to elaborate on their experiences of harassment, and 290 individuals provided additional commentary. Their comments varied widely. Some people elaborated on specific situations of bullying and sexism. A number of respondents felt that reporting their experiences was "unnecessary" or would not evoke a positive change. Some people voiced similar sentiments as this respondent, "Reporting things here just makes you appear to be the problem - a disgruntled employee, a chronic complainer. You are more likely to face retaliation than to have some action taken." About specific harassers, respondents made comments such as, "the comment or lack of consideration it was due more to their own ignorance and lack of knowledge," "It is the common behavior of this administrator who steamrolls all who do not share her point of view. She is one of many who adhere to this style at UMass Boston," and "The person in question is a bully and I believe has the supervisors tied around his finger," etc.

Harassment: Observations of Exclusionary, Intimidating, Offensive or Hostile Conduct

Respondents' observations of others being harassed also contribute to their perceptions of campus climate (Question 75). For example, student perceptions of campus climate have a significant impact on student engagement; engagement, in turn, is the single greatest predictor of college persistence and success (Kuh, 2003, 2009). Twenty-one percent of the participants (n = 457) observed conduct or communications directed towards a person or group of people at UMass Boston that they believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment within the past year. Most of the observed harassment was based on race (17%, n = 77), position (15%, n = 69), ethnicity (15%, n = 67), gender identity (11%, n = 51), age (10%, n = 46), political views (10%, n = 44), sexual orientation (9%, n = 42),

and philosophical views (8%, n = 37). The data reported is based on participants' ability to respond to more than one response (e.g., a respondent could offer that the observed conduct was based on position and gender).

Figures 42 and 43 separate by demographic categories (i.e., race/ethnicity, gender, sexual orientation, disability status, and position status) the responses of those individuals who observed harassment within the past year.

Twenty-seven percent of LGBQ respondents, 27% of respondents with disabilities, and 23% of women respondents observed conduct or communications directed towards a person or group of people at UMass Boston that created an exclusionary, intimidating, offensive and/or or hostile (i.e., harassing) working or learning environment within the past year (Figure 42).

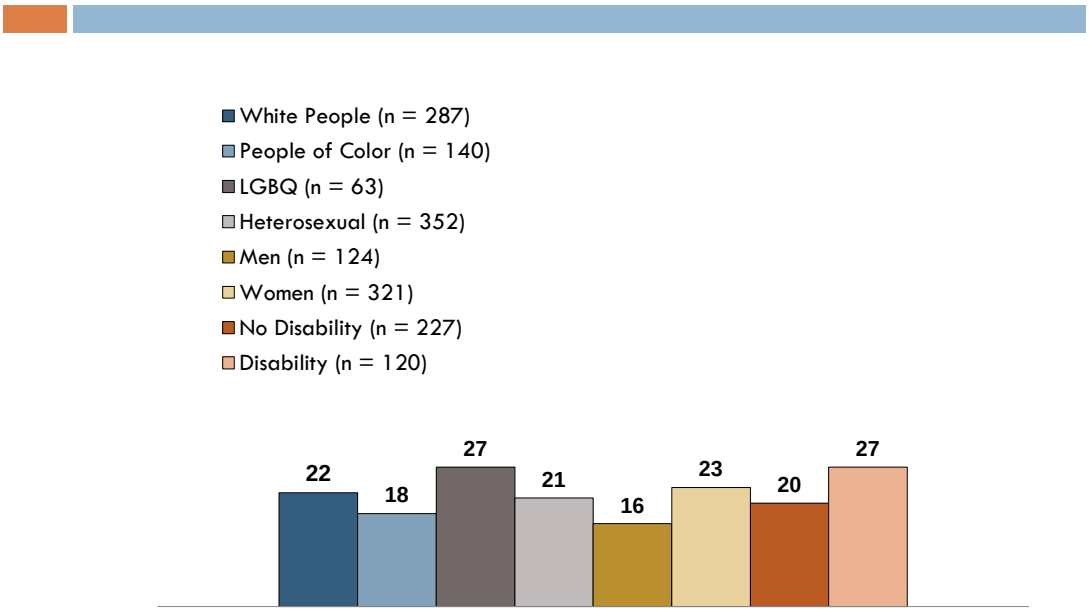


Figure 42. Observed Exclusionary, Offensive, Hostile, or Intimidating Conduct by Selected Characteristics (%)

In terms of position at UMass Boston, results indicated that greater percentages of classified staff (45%), professional staff (42%), and tenure track faculty (36%) believed they had observed offensive, hostile, or intimidating conduct than did students (15%), non-tenure track faculty (14%), or non-unit staff (25%) (Figure 43).

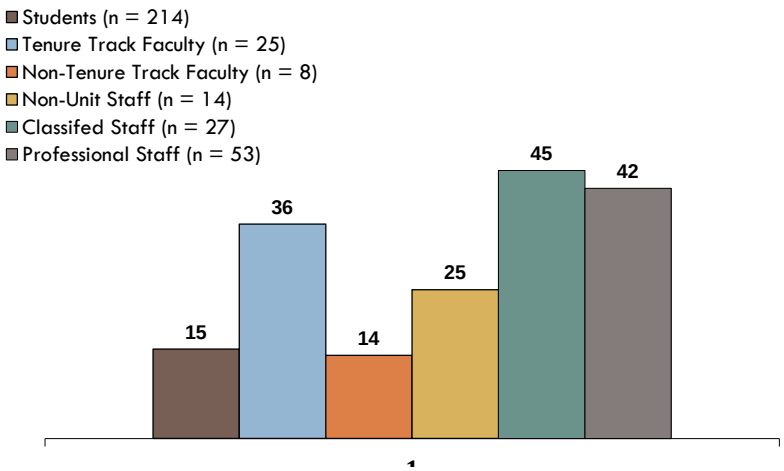


Figure 43. Perceived Exclusionary, Offensive, Hostile, or Intimidating Conduct by Position Status (%)

Table 26 illustrates that respondents' most often believed they had observed or were made aware of this conduct in the form of someone subjected to derogatory remarks (45%), or someone being deliberately ignored or excluded (34%), intimidated/bullied (27%), or isolate/left out (26%).

Table 26. Form of Observed Offensive, Hostile, Exclusionary, or Intimidating Conduct

Form	n	%
Derogatory remarks	204	44.6
Deliberately ignored or excluded	155	33.9
Intimidated/bullied	122	26.7
Isolated or left out	119	26.0
Assumption that someone was admitted/hired/promoted based on his/her identity	80	17.5
Isolated or left out when working in groups	80	17.5
Racial/ethnic profiling	64	14.0
Receipt of a low performance evaluation	49	10.7
Assumption that someone was not admitted/hired/promoted based on his/her identity	46	10.1
Derogatory written comments	40	8.8
Singled out as a spokesperson for his/her identity	39	8.5
Derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts	36	7.9
Receipt of a poor grade because of a hostile classroom environment	30	6.6
Feared for their physical safety	22	4.8
Graffiti/vandalism	18	3.9
Derogatory phone calls	13	2.8
Stalking	13	2.8
Threats of physical violence	12	2.6
Physical violence	5	1.1
Victim of a crime	5	1.1
Feared for their family's safety	4	0.9

Note: Only answered by respondents who believed they had observed harassment (n = 457). Percentages do not sum to 100 due to multiple responses.

Of the respondents who believed they had observed or been made aware of offensive, hostile, or intimidating conduct, 33% had witnessed such behavior six or more times (Table 27).

Table 27. Number of Times Respondents Observed Conduct/ Harassment

Number of Times Observed	n	%
1	74	18.0
2	72	17.5
3	71	17.3
4	42	10.2
5	16	3.9
6 or more	136	33.1

Note: Only answered by respondents who believed they had observed harassment (n = 457). Percentages do not sum to 100 due to multiple responses.

Additionally, 28% of the respondents who observed harassment said it happened in a class/lab/clinical/community placement setting (Table 28). Some respondents said the incidents occurred in a UMass Boston office (26%), in a public space at UMass Boston (22%), or while working at a UMass Boston job (21%).

Table 28. Location of Observed Conduct /Harassment

Location	n	%
In a class/lab/clinical/community placement setting	126	27.6
In a UMass Boston office	118	25.8
In a public space at UMass Boston	100	21.9
While working at a UMass Boston job	95	20.8
In a meeting with a group of people	87	19.0
In a meeting with one other person	42	9.2
At a UMass Boston event	36	7.9
While walking on campus	34	7.4
In a faculty office	33	7.2
Off campus	19	4.2
In a UMass Boston dining facility	18	3.9
On campus transportation	16	3.5
In a student organization/club	13	2.8
In an on-line class	12	2.6
On a social networking sites/Facebook/Twitter/cell phone/other form of technological communication	12	2.6
In a health services setting at UMass Boston	10	2.2
In off campus housing	7	1.5
In athletic facilities	6	1.3
On transportation to sports, academic field trips, etc.	1	0.2

Note: Only answered by respondents who believed they had observed harassment (n = 457). Percentages do not sum to 100 due to multiple responses.

The majority of respondents observed students as the targets of perceived, offensive, hostile, or intimidating conduct (46%, n = 210). This finding parallels climate investigations at similar institutions. Respondents identified additional targets as staff members (17%, n = 79), co-workers (16%, n = 75), and faculty members (14%, n = 63).

Likewise, 30% of all respondents who witnessed such conduct (n = 135) said students were the sources of the conduct. Others observed faculty members (22%, n = 102), administrators (20%, n = 93), staff members (13%, n = 59), and co-workers (12%, n = 56) as the sources.

Table 29 illustrates participants' reactions to this behavior. Respondents most often felt angry (38%, n = 172). Thirty percent (n = 136) told a friend or colleague, and 25% (n = 116) intervened/assisted the targeted person. Five percent (n = 21) made formal complaints to campus employees/officials, while 10% (n = 47) didn't know who to go to. Some did not report out of fear of negative treatment (8%, n = 38).

Table 29. Reactions to Observing Offensive, Hostile, Exclusionary, or Intimidating Conduct

Reactions	**n**	**%**
I was angry	172	37.6
I told a friend/colleague	136	29.8
I intervened/assisted the targeted person	116	25.4
I did nothing	101	22.1
I felt embarrassed	87	19.0
I told a family member	84	18.4
I ignored it	54	11.8
I didn't know who to go to	47	10.3
I was afraid	39	8.5
I did not report it for fear of negative treatment	38	8.3
I sought support from a faculty member	37	6.1
I sought support from a staff person	36	7.9
I sought support from a supervisor/administrator	32	7.0
I left the situation immediately	25	5.5
I felt somehow responsible	24	5.3
I sought support from campus resource	23	5.0
I did report it but I did not feel the complaint was taken seriously	22	4.8
I made an official complaint to a campus employee/ official	21	4.6
I sought support from my union representative	20	4.4
I sought support from a department chair	18	3.9
It didn't affect me at the time	9	2.0
I contacted a law enforcement official	9	2.0
I sought information on-line	9	2.0
I sought support from off-campus hot-line/advocacy services	8	1.8
I sought support from a TA/grad assistant	5	1.1
I consulted with university officials and followed policy procedure for informal resolution of a discriminatory dispute	5	1.1
I sought support from a spiritual advisor	1	0.2
I sought support from a student employee	1	0.2

Note: Only answered by respondents who believed they had observed harassment (n = 457).
Percentages do not sum to 100 due to multiple responses.

One hundred seven respondents offered further comments on their observations of harassment at UMass Boston. The majority offered details on incidences of racism, sexism, homophobia, bullying, and institutional classism they witnessed. Several people observed staff members treated unfairly by faculty and administrators (e.g., "I see a general disrespect of staff in excessive job duties, denial of upgrades, and favoritism in granting positions to friends of higher-ups"). A few respondents were concerned about conduct towards Christians on campus and initiatives that celebrated underrepresented populations that resulted in unfavorable consequences (e.g., "On campus you will see things such as celebrate African American culture and African American accomplishments around the world. This generally would be fine but what it does is it makes white students either feel guilty, angry or both").

Experiences of Unwanted Sexual Contact

Sixteen people (<1%) believed they had experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)[44] while at University of Massachusetts Boston (Question 23). Of those 16 respondents, nine (56%) said the unwanted sexual contact occurred within the last four years; one person said it occurred five to ten years ago, and two people said the incident(s) happened 11 to 20 years ago. Table 30 depicts the percentage of respondents who believe they have experienced unwanted sexual contact while at UMass Boston.

Table 30. Respondents Who Perceived They Had Experienced Unwanted Sexual Contact at University of Massachusetts Boston

	n	%
Women	14	1.0
Men	2	0.3
LGBQ	4	1.7
Heterosexual	10	0.6
Respondents of Color	7	0.9
White Respondents	7	0.5
Respondents with Disabilities	5	1.1
Respondents without Disabilities	11	0.6
Students	10	0.7
Faculty	2	0.8
Staff	4	0.9

Note: Only answered by respondents who believed they had experienced unwanted sexual contact (n = 16). Percentages do not sum to 100 due to multiple responses.

Thirty-one percent (n = 5) of those who had experienced unwanted sexual contact said it happened off-campus and 44% (n = 7) indicated the incidents happened on-campus. Of those respondents who offered that the incident happened off-campus, they indicated the incidents occurred at JFK/UMass Train Station and Savin Hill. Of those who experienced the incidents on-campus, respondents said the assaults occurred at "the Campus Center, lower ramp that leads to North parking lot," "Healey Library," and in "an elevator."

[44] The survey identified unwanted sexual conduct as "including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling."

As indicated in Table 31, the person involved with the unwanted sexual contact were most often students (25%, n = 4), department heads (19%, n = 3), strangers (13%, n = 2), and supervisors (13%, n = 2).

Table 31. Identity of Person Involved with Unwanted Sexual Contact

	n	%
Student	4	25.0
Department head	3	18.8
Stranger	2	12.5
Supervisor	2	12.5
Acquaintance	1	6.3
Administrator	1	6.3
Campus visitors	1	6.3
Co-worker	1	6.3
Faculty member	1	6.3
Friend	1	6.3
Partner/spouse	1	6.3
Staff member	1	6.3

Note: Only answered by respondents who believed they had experienced unwanted sexual contact (n = 16). Percentages do not sum to 100 due to multiple responses.

Those respondents who experienced unwanted sexual contact most often made a complaint to campus employee/official (31%, n = 5), felt afraid (19%, n = 3), felt embarrassed (19%, n = 3), were angry (18%, n = 3), told a friend/colleague (18%, n = 3), told a family member (18%, n = 3), or contacted a local law enforcement official (18%, n = 3) (Table 32). One person sought support from a campus resource, and none made an official complaint to a campus employee/official.

Table 32. Responses to Alleged Unwanted Sexual Contact

	n	%
I made an official complaint to a campus employee/official	5	31.3
I felt embarrassed	3	18.8
I was afraid	3	18.8
I was angry	3	18.8
I told a friend/colleague	3	18.8
I told a family member	3	18.8
I contacted a local law enforcement official	3	18.8
I sought support from off-campus hot-line/advocacy services/therapist	2	12.5
I did report it but I did not feel the complaint was taken seriously	2	12.5
I did nothing	1	6.3
I felt somehow responsible	1	6.3
I ignored it	1	6.3
I left the situation immediately	1	6.3
I sought support from campus resource	1	6.3
I sought support from a teaching assistant/graduate assistant	1	6.3
I sought support from a department chair	1	6.3
I sought support from student employee	1	6.3
I sought support from my union representative	1	6.3
I sought information on-line	1	6.3
I didn't know who to go to	1	6.3
I did not report it for fear of negative treatment	1	6.3
It didn't affect me at the time	0	0.0
I sought support from a staff person	0	0.0
I sought support from a supervisor/administrator	0	0.0
I sought support from a faculty member	0	0.0
I sought support from a spiritual advisor	0	0.0

Note: Only answered by respondents who believed they had experienced unwanted sexual contact (n = 16)
Percentages do not sum to 100 due to multiple responses.

The respondents who believed they had experienced unwanted sexual contact but chose not to report the assault were asked why they chose not to report it. One person offered, "The person was a well-respected member of the UMB community and was uncertain how the report would be accepted by others. Also did not know with whom to talk with about the situation." The others said, "I have no idea," and "White girl wasted, it's whatever."

Six respondents answered the question, "If you did report the unwanted sexual contact to a campus official or staff member, did you feel that it was responded to appropriately?" Two people said their reports were handled appropriately. One person did not know if it was handled appropriately, and the others felt parts of their complaints were handled well.

Summary

About three-quarters of all respondents were comfortable with the climate at UMass Boston and in their departments and work units.

As noted earlier, 22% of respondents across UMass Boston believed they had personally experienced at least subtle forms of exclusionary, intimidating, offensive, and/or hostile conduct on campus in the past year. The findings showed generally that members of historically underrepresented and underserved groups were slightly more likely to believe they had experienced various forms of harassment and discrimination than those in the majority. In addition, 16 respondents believed they had experienced unwanted sexual contact in the past four years at UMass Boston.

National statistics suggest that more than 80% of all respondents who experienced harassment, regardless of minority group status, were subject to derogatory remarks. In contrast, respondents in this study suggest that they experienced covert forms of harassment (e.g., feeling ignored and feeling excluded) as well as overt forms of harassment (e.g., derogatory comments and intimidation/bullying).

Twenty-one percent of all respondents *observed* conduct or communications directed towards a person or group of people at UMass Boston that they believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment. Additionally, the analyses revealed that higher percentages of respondents with disabilities and classified staff and professional staff observed harassing conduct than did other groups at UMass Boston.

Faculty and Staff

This section of the report details faculty and staff responses to survey items regarding their perceptions of the workplace climate at UMass Boston; their satisfaction with their jobs/careers and their career progression; their thoughts on work-life and various climate issues; and certain employment practices at UMass Boston (e.g., hiring, promotion, and disciplinary actions).

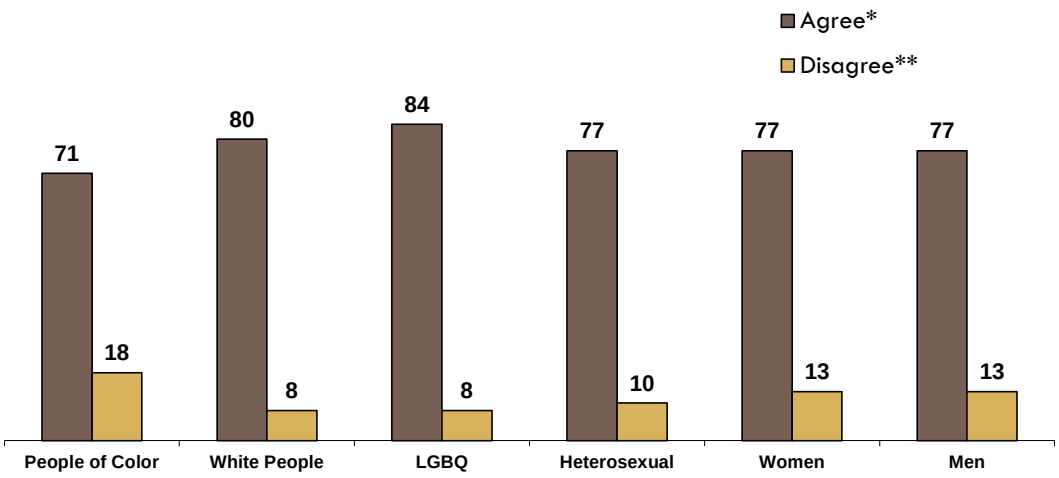
At least half of all faculty and staff respondents thought the workplace climate was welcoming for employees based on all of the characteristics listed in Table 33.

Table 33. Workplace Climate is Welcoming for Employees Irrespective of Demographic Characteristics

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	195	29.2	336	50.4	68	10.2	21	3.1	47	7.0
Ancestry	204	30.8	318	48.0	54	8.1	17	2.6	70	10.6
Country of origin	207	31.3	323	48.9	55	8.3	14	2.1	62	9.4
English language proficiency/ accent	183	27.6	331	50.0	77	11.6	18	2.7	53	8.0
Ethnicity	203	30.7	326	49.2	61	9.2	12	1.8	60	9.1
Gender identity	183	27.8	323	49.1	54	8.2	16	2.4	82	12.5
Gender expression	172	26.3	319	48.7	56	8.5	15	2.3	93	14.2
Immigrant/citizen status	194	29.7	319	48.8	53	8.1	11	1.7	77	11.8
International Status	194	29.7	317	48.5	56	8.6	10	1.5	77	11.8
Learning disability	156	23.9	292	44.6	81	12.4	19	2.9	106	16.2
Marital status	198	30.2	329	50.2	54	8.2	12	1.8	62	9.5
Medical conditions	181	27.8	303	46.5	66	10.1	23	3.5	78	12.0
Military/veteran status	183	28.2	290	44.7	49	7.6	16	2.5	111	17.1
Parental status (e.g., having children)	190	29.1	320	49.0	55	8.4	22	3.4	66	10.1
Participation in an campus club/organization	141	21.8	271	42.0	48	7.4	15	2.3	171	26.5
Participation on an athletic team	126	19.7	233	36.5	47	7.4	11	1.7	221	34.6
Physical characteristics	172	26.7	311	48.2	49	7.6	14	2.2	99	15.3
Physical disability	171	26.6	287	44.6	81	12.6	16	2.5	89	13.8
Philosophical Views	155	24.1	309	48.1	78	12.1	19	3.0	82	12.8
Political views	148	22.9	300	46.4	98	15.1	25	3.9	76	11.7
Psychological condition	148	23.0	278	43.2	77	12.0	17	2.6	124	19.3
Race	196	30.2	315	48.5	65	10.0	19	2.9	55	8.5
Religious/spiritual views	165	25.4	296	45.6	78	12.0	18	2.8	92	14.2
Sexual orientation	181	28.0	305	47.2	57	8.8	14	2.2	89	13.8
Socioeconomic status	167	26.3	303	47.7	77	12.1	18	2.8	70	11.0

Note: Table includes employee respondents only (n = 729).

When analyzed by demographic characteristics, the data reveal that People of Color were least likely to believe the workplace climate was welcoming for employees based on gender (Figure 44).[45]

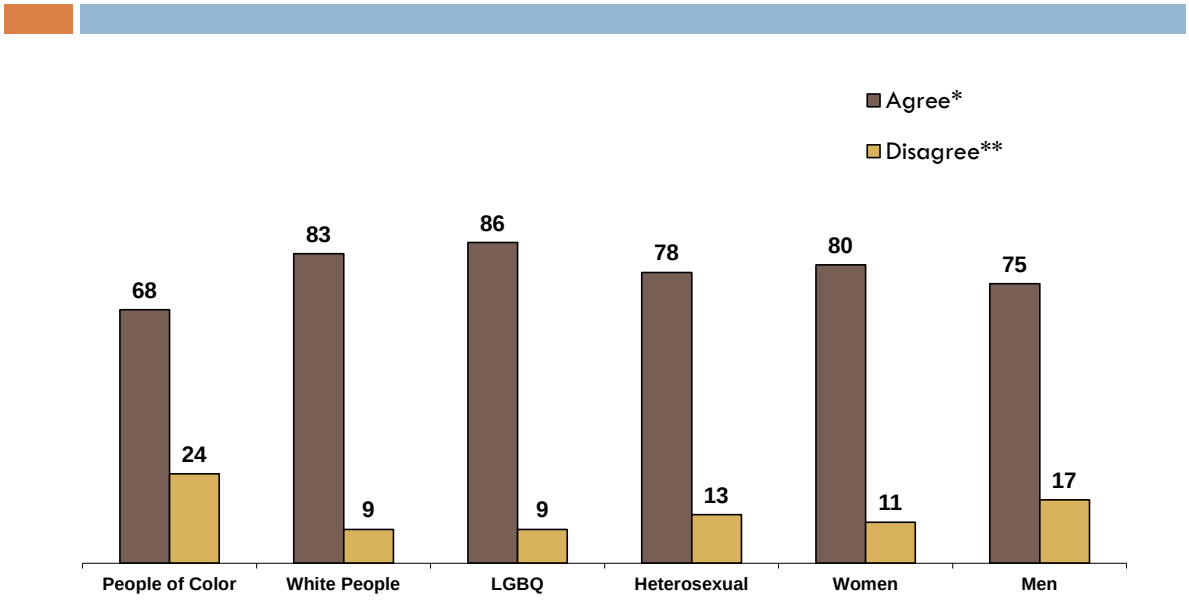


* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

Figure 44. Employee Perceptions of Welcoming Workplace Climate Based on Gender (%)

[45] The reader will note that for items which used the Lickert scale "strongly agree" to "strongly disagree", respondents were given the opportunity to choose "don't know." "Don't know" responses are available in the frequency tables in Appendix B and but not depicted in the narrative analyses.

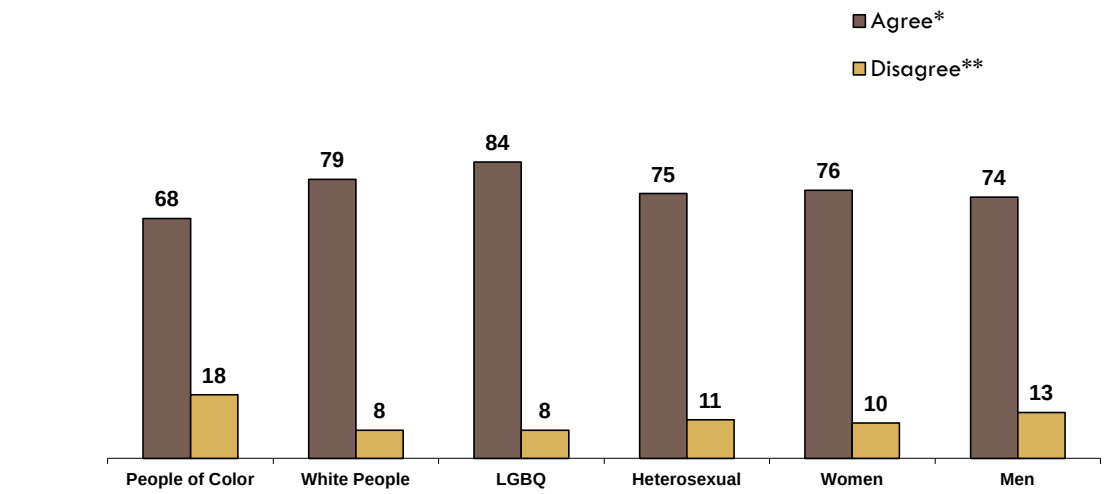
While 79% of all respondents thought the workplace climate was welcoming based on race, 68% of Respondents of Color agreed (Figure 45).



* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

Figure 45. Employee Perceptions of Welcoming Workplace Climate Based on Race (%)

Eighty-four percent of LGBQ respondents believed the workplace climate was welcoming based on sexual orientation, which was higher than other demographic groups (Figure 46).



* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

Figure 46. Employee Perceptions of Welcoming Workplace Climate Based on Sexual Orientation (%)

With regard to spirituality, 74% (n = 196) of Christian employees and 69% (n = 226) of non-Christian employees felt the workplace climate was welcoming irrespective of religious/spiritual views.

Faculty and Staff Satisfaction with University of Massachusetts Boston

Eighty-one percent (n = 572) of faculty and staff respondents were "highly satisfied" or "satisfied" with their access to health benefits at UMass Boston (Table 34). Seventy-five percent (n = 524) were "highly satisfied" or "satisfied" with their jobs/careers and 65% (n

= 451) were "highly satisfied" or "satisfied" regarding the way their careers have progressed at UMass Boston. Likewise, a slight majority (54%, n = 378) were "highly satisfied" or "satisfied" with their compensation as compared to that of other UMass Boston colleagues/co-workers with similar positions. Sixty-nine percent of respondents (n = 482) were "highly satisfied" or "satisfied" with the size and quality of their work space, and 49% (n = 337) of employees respondents were "highly satisfied" or "satisfied" with their access to research support as compared to their colleagues'/co-workers access to research support[46].

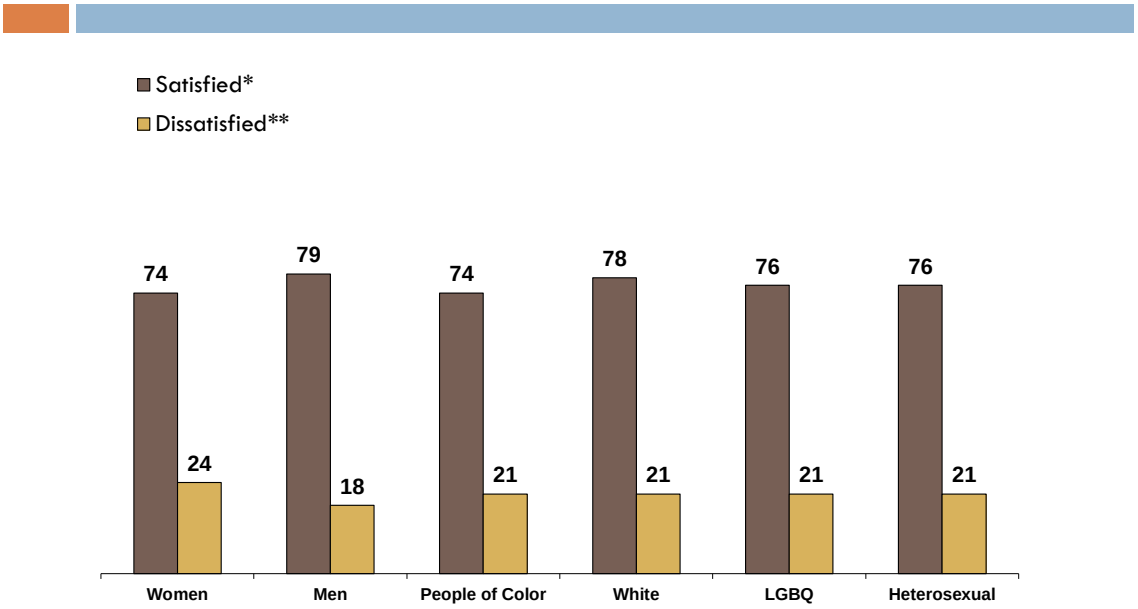
Table 34. Faculty and Staff Satisfaction at UMass Boston

	Highly satisfied		Satisfied		Dissatisfied		Highly Dissatisfied		N/A	
	n	%	n	%	n	%	n	%	n	%
Your compensation as compared to that of other UMass Boston colleagues/co-workers with a similar position?	51	7.3	327	47.1	190	27.4	82	11.6	44	6.3
Your access to health benefits?	135	19.2	437	62.2	48	6.8	24	3.4	59	8.4
Your job/career at UMass Boston?	109	15.7	415	59.7	125	18.0	28	4.0	18	2.6
The way your job/career has progressed at UMass Boston?	98	14.2	353	51.1	163	23.6	37	5.4	40	5.8
The size and quality of your work space as compared to your departmental colleagues'/co-workers' work space?	110	15.6	372	52.9	121	17.2	66	9.4	34	4.8

Note: Table reports employee responses only (n = 729).

[46] 36% (n = 249) of faculty and staff respondents chose the "not applicable" response to this survey item.

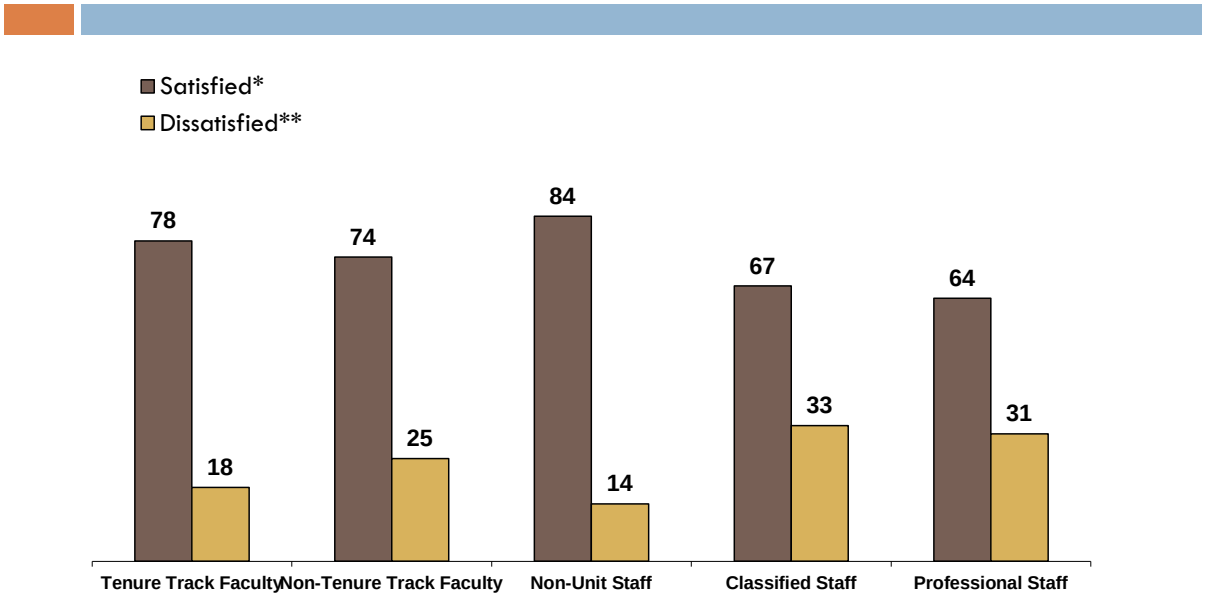
When examining the results of the job/career satisfaction item by various demographic categories, only slight differences existed (Figure 47).



* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

*Figure 47.*Faculty/Staff Satisfaction with Their Jobs/Careers (%)

Classified staff and professional staff were least satisfied with their jobs/careers (Figure 48).



* Agree and strongly agree collapsed into one category.
** Disagree and strongly disagree collapsed into one category.

Figure 48. Faculty/Staff Satisfaction with Their Jobs (%)

The survey asked faculty and staff why they were satisfied or dissatisfied with their jobs and career progression; 142 respondents provided their insights. Several respondents clarified that they were unaware of colleagues' salaries and, therefore, were not comfortable comparing their compensation to that of their colleagues. Several faculty and staff were dissatisfied with the lack of quality – or even adequate – work space and lack of advancement opportunities; experienced a lack of resources to adequately perform work responsibilities; felt over-burdened with burgeoning work responsibilities; were disheartened by "salary stagnation;" and were dissatisfied with health insurance policies with high health care co-pay and deductible amounts, etc.

Most faculty and staff who said they were satisfied with their jobs suggested they enjoyed their work and support from colleagues and supervisors, and were able to "make their own decisions" and/or "work independently."

Campus Climate and Work-Life Issues

Several questions were asked of faculty and staff only. These items addressed employees' experiences at UMass Boston, their perceptions of specific UMass Boston policies, their attitudes about the climate and work-life issues at UMass Boston, and faculty attitudes about tenure and advancement processes.

Forty-five percent of all faculty and staff respondents (n = 315) felt that salary determinations were fair, and 44% (n = 312) felt salary determinations were clear (Table 35). Most faculty and staff respondents thought the university demonstrated that it values a diverse faculty (82%, n = 579) and staff (83%, n = 584).

Eighty-seven percent (n = 616) of all faculty and staff respondents "strongly agreed" or "agreed" that they were comfortable asking questions about performance expectations (Table 35). Eighty-three percent (n = 593) felt their colleagues treated them with the same respect as other colleagues, and 81% (n = 594) thought their colleagues had similar expectations of them as other colleagues/co-workers. Thirty percent (n = 216) of

employee respondents were reluctant to bring up issues that concern them for fear that it would affect their performance evaluations or tenure decisions. Twenty-four percent (n = 167) believed their colleagues expected them to represent the "point of view" of their identities. Table 35 illustrates responses to these questions by gender, race/ethnicity, sexual orientation, and disability status where the responses for these groups differed from one another.

Table 35. Faculty and Staff Attitudes about Work-Related Issues by Gender, Race/Ethnicity, Sexual Orientation, and Disability Status

	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
Issues	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
I am comfortable asking questions about performance expectations.	286	40.3	330	46.5	65	9.2	20	2.8	9	1.3
Women	188	40.0	221	47.0	44	9.4	13	2.8	4	0.9
Men	99	41.2	110	45.8	20	8.3	7	2.9	4	1.7
White	214	41.2	246	47.4	41	7.9	13	2.5	5	1.0
People of Color	58	35.2	79	47.9	19	11.5	5	3.0	4	2.4
LGBQ	33	39.8	37	44.6	6	7.2	5	6.0	2	2.4
Heterosexual	239	40.6	277	47.0	55	9.3	12	2.0	6	1.0
No Disability	250	41.1	287	47.2	52	8.6	13	2.1	6	1.0
Disability	41	36.3	48	42.5	13	11.5	8	7.1	3	2.7
My colleagues/co-workers treat me with the same respect as other colleagues/co-workers	265	37.1	328	45.9	77	10.8	36	5.0	8	1.1
Women	160	34.1	217	46.3	59	12.6	26	5.5	7	1.5
Men	108	44.3	107	43.9	18	7.4	10	4.1	1	0.4
White	209	40.1	235	45.1	49	9.4	25	4.8	3	0.6
People of Color	47	28.3	81	48.8	26	15.7	9	5.4	3	1.6
LGBQ	31	37.3	40	48.2	9	10.8	1	1.2	2	2.4
Heterosexual	226	38.2	269	45.4	63	10.6	29	4.9	5	0.8
No Disability	234	38.2	283	46.2	64	10.5	24	3.9	7	1.1
Disability										
My colleagues/co-workers have similar expectations of me as other colleagues/co-workers	235	33.2	339	47.9	89	12.8	31	4.4	13	1.8
Women	144	31.0	225	48.5	62	13.4	21	4.5	12	2.6
Men	93	38.3	112	46.1	25	10.3	11	4.5	2	0.8
White	189	36.4	248	47.8	57	11.0	19	3.7	6	1.2
People of Color	36	22.1	82	50.3	28	17.2	11	6.7	6	3.7
LGBQ	32	39.0	38	46.3	9	11.0	1	1.2	2	2.4
Heterosexual	194	33.0	282	48.0	74	12.6	27	4.6	11	1.9
No Disability	207	34.2	292	48.3	71	11.7	23	3.8	12	2.0
Disability	33	29.2	50	44.2	18	15.9	10	8.8	2	1.8

Table 35 (con.)

	Strongly agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	68	9.5	148	20.8	260	36.5	204	28.6	33	4.6
Women	46	9.8	100	21.3	183	38.9	124	26.4	17	3.6
Men	22	9.1	49	20.2	76	31.3	83	34.2	13	5.3
White	45	8.6	100	19.2	188	36.1	163	31.3	25	4.8
People of Color	18	10.8	42	25.3	65	39.2	37	22.3	4	2.4
LGBQ	7	8.4	19	22.9	24	28.9	26	31.3	7	8.4
Heterosexual	55	9.3	116	19.6	231	39.0	166	28.0	24	4.1
No Disability	53	8.7	122	20.0	224	36.7	183	30.0	28	4.6
Disability	15	13.2	28	24.6	39	34.2	27	23.7	5	4.4
My colleagues/co-workers expect me to represent "the point of view" of my identity	45	6.4	122	17.4	257	36.7	165	23.6	111	15.9
Women	25	5.5	85	18.6	165	36.0	113	24.7	70	15.3
Men	19	7.9	37	15.3	94	38.8	55	22.7	37	15.3
White	27	5.3	75	14.6	194	37.9	133	26.0	83	16.2
People of Color	16	9.8	41	25.0	60	36.6	25	15.2	22	13.4
LGBQ	6	7.3	16	19.5	29	35.4	21	25.6	10	12.2
Heterosexual	35	6.0	94	16.2	221	38.1	138	23.8	92	15.9
No Disability	35	5.8	99	16.5	219	36.6	146	24.4	100	16.7
Disability	10	8.9	24	21.4	43	38.4	24	21.4	11	9.8
I believe salary determinations are fair	48	6.8	267	37.9	205	29.1	143	20.3	42	6.0
Women	29	6.3	174	37.6	128	27.6	107	23.1	25	5.4
Men	19	7.9	98	40.5	77	31.8	34	14.0	14	5.8
White	36	7.0	204	39.6	147	28.5	100	19.4	28	5.4
People of Color	9	5.5	59	35.8	49	29.7	36	21.8	12	7.3
LGBQ	6	7.3	29	35.4	24	29.3	16	19.5	7	8.5
Heterosexual	37	6.3	228	38.9	174	29.7	116	19.8	31	5.3
No Disability	42	7.0	240	39.9	178	29.6	104	17.3	38	6.3
Disability	8	7.0	33	28.9	29	25.4	40	35.1	4	3.5
I believe salary determinations are clear	50	7.1	262	37.3	219	31.2	136	19.3	36	5.1
Women	27	5.8	165	35.6	150	32.4	97	21.0	24	5.2
Men	22	9.2	99	41.2	71	29.6	38	15.8	10	4.2
White	36	7.0	198	38.6	157	30.6	99	19.3	23	4.5
People of Color	9	5.5	56	34.1	55	33.5	32	19.5	12	7.3
LGBQ	7	8.8	29	36.2	21	26.2	18	22.5	5	6.2
Heterosexual	38	6.5	219	37.4	193	32.9	107	18.3	29	4.9
No Disability	44	7.3	229	38.1	196	32.6	100	16.6	32	5.3
Disability	7	6.2	37	33.0	26	23.2	38	33.9	4	3.6

Table 35 (con.)

	Strongly agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I think that my campus demonstrates that it values a diverse faculty	200	28.3	379	53.6	57	8.1	36	5.1	35	5.0
Women	128	27.5	249	53.4	44	9.4	25	5.4	20	4.3
Men	72	29.9	131	54.4	15	6.2	9	3.7	14	5.8
White	162	31.4	290	56.2	27	5.2	15	2.9	22	4.3
People of Color	29	17.5	80	48.2	28	16.9	19	11.4	10	6.0
LGBQ	27	33.3	41	50.6	5	6.2	6	7.4	2	2.5
Heterosexual	164	27.9	320	54.4	51	8.7	26	4.4	27	4.6
No Disability	172	28.4	337	55.7	46	7.6	26	4.3	24	4.0
Disability	30	26.5	49	43.4	13	11.5	10	8.8	11	9.7
I think my campus demonstrates that it values a diverse staff	204	28.8	380	53.7	67	9.5	38	5.4	19	2.7
Women	129	27.7	248	53.2	50	10.7	31	6.7	8	1.7
Men	75	31.0	132	54.5	20	8.3	6	2.5	9	3.7
White	166	32.0	294	56.6	33	6.4	18	3.5	8	1.5
People of Color	31	18.9	76	46.3	33	20.1	18	11.0	6	3.7
LGBQ	33	40.2	42	51.2	3	3.7	4	4.9	0	0.0
Heterosexual	162	27.5	320	54.3	63	10.7	29	4.9	15	2.5
No Disability	176	29.0	335	55.3	51	8.4	29	4.8	15	2.5
Disability	30	26.5	51	45.1	18	15.9	10	8.8	4	3.5

Note: Table includes only faculty or staff respondents (n = 729).

Very few respondents felt under scrutiny by their colleagues due to their identities (9%, n = 61) (Table 36). Approximately one-quarter of faculty and staff respondents felt they had to work harder than they believed their colleagues do in order to achieve the same recognition (31%, n = 216). More than half of all faculty and staff respondents (66%, n = 465) felt comfortable taking leave that they were entitled to without fear that it might affect their jobs/careers. Forty-two percent (n = 292) thought there were many unwritten rules concerning how one was expected to interact with colleagues in their work units. Table 36 depicts the responses to these questions by gender, race/ethnicity, sexual orientation, and disability status where the responses for these groups differed from one another.

Table 36. Faculty and Staff Attitudes about Work-Related Issues by Gender, Race/Ethnicity, Sexual Orientation, and Disability Status

	Strongly Agree		Agree		Disagree		Strongly Disagree		Not Applicable	
Issues	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
I constantly feel under scrutiny by my colleagues due to my identity	17	2.4	44	6.3	274	39.0	314	44.7	53	7.5
Women	9	1.9	30	6.5	187	40.5	199	43.1	37	8.0
Men	8	3.3	15	6.2	88	36.7	116	48.3	13	5.4
White	9	1.7	22	4.3	194	37.7	251	48.7	39	7.6
People of Color	7	4.3	20	12.3	73	45.1	55	34.0	7	4.3
LGBQ	2	2.4	4	4.9	31	37.8	40	48.8	5	6.1
Heterosexual	12	2.1	33	5.7	230	39.5	261	44.8	46	7.9
No Disability	13	2.2	32	5.3	230	38.2	279	46.3	48	8.0
Disability	4	3.6	13	11.7	48	43.2	41	36.9	5	4.5
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career	152	21.5	313	44.2	121	17.1	47	6.6	75	10.6
Women	90	19.3	206	44.2	94	20.2	32	6.9	44	9.4
Men	65	26.9	104	43.0	29	12.0	14	5.8	30	12.4
White	118	22.7	219	42.2	92	17.7	32	6.2	58	11.2
People of Color	29	17.6	85	51.5	26	15.8	11	6.7	14	8.5
LGBQ	23	28.0	31	37.8	12	14.6	4	4.9	12	14.6
Heterosexual	124	21.0	264	44.7	106	18.0	35	5.9	61	10.3
No Disability	131	21.7	278	46.0	95	15.7	32	5.3	69	11.4
Disability										
I have to work harder than I believe my colleagues do in order to achieve the same recognition	76	10.7	140	19.8	297	42.0	163	23.1	31	4.4
Women	56	12.0	88	18.9	208	44.6	91	19.5	23	4.9
Men	65	26.9	104	43.0	29	12.0	14	5.8	30	12.4
White	46	8.9	83	16.1	223	43.1	142	27.5	23	4.4
People of Color	25	15.2	51	30.9	66	40.0	18	10.9	5	3.0
LGBQ	7	8.8	18	22.5	30	37.5	21	26.2	4	5.0
Heterosexual	63	10.7	108	18.3	260	44.1	133	22.6	25	4.2
No Disability	57	9.4	103	17.0	266	43.9	149	24.6	31	5.1
Disability	20	17.9	38	33.9	34	30.4	18	16.1	2	1.8
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit	98	14.0	194	27.6	264	37.6	117	16.7	29	4.1
Women	67	14.6	133	29.0	177	38.6	64	14.0	17	3.7
Men	20	8.3	51	21.1	88	36.4	75	31.0	8	3.3
White	70	13.7	125	24.4	199	38.9	97	18.9	21	4.1
People of Color	18	11.0	63	38.4	59	36.0	16	9.8	8	4.9
LGBQ	9	11.4	21	26.6	31	39.2	14	17.7	4	5.1
Heterosexual	78	13.4	162	27.8	223	38.3	97	16.6	23	3.9
No Disability	71	11.9	161	26.9	233	39.0	105	17.6	28	4.7
Disability	27	23.7	35	30.7	33	28.9	15	13.2	4	3.5

Note: Table includes only faculty or staff respondents (n = 729).

One hundred thirty (130) faculty and staff provided additional information about their work-life experiences. Their comments touched on several of the items. A few people commented "The University has many unwritten rules, rules for different classes of people," while others believed, "The question about unwritten rules has no value -- every group of human beings has them." Several respondents echoed similar thoughts as this respondent, "There is an evident lack of diversity among faculty members." Further, "While diversity does exist on the campus, much of the diversity is not represented at all levels of faculty and staff positions, and there is no attempt to leverage the cultural capital within our pockets of diversity to advance the university's mission. I think diversity is taken for granted and the university must be more intentional to support, learn from, and advance it."

With regard to compensation, a few people suggested, "Salaries are low compared to other institutions in the area and the cost of coming to work (e.g., parking) is high." Many others expressed sentiments such as "Fair salary determinations? HA! Whether you work your [tail] off or whether you slack, you get the exact same cost of living raise. There is NO merit money for the hard workers. And there are ZERO consequences for the slackers." Comments about salaries for women and other expectations suggested, "Female faculty members are not paid as well as male faculty, especially in CSM. I think that the expectations for service for female faculty are far higher than for males. I feel that when female faculty take sabbaticals or parental leave, they are held to different standards (still expected to be involved in some service) than males. Women faculty members must prove themselves, especially if they have children, in that they need to make sure they are visible and involved. There is a different standard and male faculty get away with not serving on committees or doing expected work after having children in a way that women do not."

Question 32 queried faculty members about their opinions regarding a variety of work-life issues specific to faculty work. The majority of faculty respondents felt the expectations of their teaching and research requirements (77%, n = 190) were similar to

those of their colleagues, and 68% (n = 172) felt their research interests were valued by their colleagues (Table 37).

Few faculty felt pressured to change their teaching methods (15%, n = 38) to achieve tenure or be promoted. Few felt pressured to change their research agendas to achieve tenure (8%, n = 21) or be promoted (12%, n = 29). Less than half of all faculty respondents felt the tenure processes (46%, n = 115) or promotion processes (47%, n = 118) were clear (Table 37). Half of the faculty respondents felt the tenure standards (52%, n = 129) and promotion standards (55%, n = 137) were reasonable.

Close to half of all faculty respondents felt their service contributions were important to tenure (43%, n = 108) or promotion (52%, n = 129). Sixty-eight percent (n = 171) felt their colleagues include them in opportunities that will help their careers as much as they help other in similar positions. Forty-one (n = 102) of all faculty felt their diversity-related contributions were valued for promotion or tenure.

Table 37. Faculty Attitudes about Tenure and Promotion Processes

Issues	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
	n	%	n	%	n	%	n	%	n	%
I feel that expectations of my teaching and research requirements are similar to those of my colleagues.	58	23.2	134	53.6	39	15.6	6	2.4	13	5.2
My research interests are valued by my colleagues.	63	24.9	109	43.1	29	11.5	12	4.7	40	15.8
I feel pressured to change my methods of teaching to achieve tenure/be promoted.	11	4.4	27	10.7	92	36.5	42	16.7	80	31.7
I believe that the tenure process is clear.	15	6.0	100	39.7	38	15.1	11	4.4	88	34.9
I believe that the promotion process is clear.	21	8.3	97	38.3	63	24.9	24	9.5	48	19.0
I believe that the tenure standards are reasonable.	22	8.8	107	42.8	27	10.8	6	2.4	88	35.2
I believe that the promotion standards are reasonable.	21	8.5	116	46.8	39	15.7	12	4.8	60	24.2
I feel that my service contributions are important to tenure.	20	8.0	88	35.1	33	13.1	8	3.2	102	40.6
I feel that my service contributions are important to promotion.	30	12.0	99	39.8	38	15.3	16	6.4	66	26.5
I feel pressured to change my research agenda to achieve tenure.	8	3.2	13	5.2	71	28.3	30	12.0	129	51.4
I feel pressured to change my research agenda to be promoted.	10	4.1	19	7.8	78	32.0	36	14.8	101	41.4
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	50	19.8	121	48.0	28	11.1	16	6.3	37	14.7
I feel that my diversity-related contributions have been/will be valued for promotion or tenure.	23	9.2	79	31.5	31	12.4	10	4.0	108	43.0
I believe that tenure standards/advancement standards are applied equally to all faculty.	29	11.6	79	31.7	51	20.5	20	8.0	70	28.1

Note: Table includes only faculty respondents (n = 259).

Figure 49 illustrates that Faculty of Color were less likely than White faculty to feel that tenure standards and advancement standards were equally applied to all UMass Boston faculty. Similarly, women faculty were less likely than men faculty to feel that tenure standards and advancement standards were equally applied to all UMass Boston faculty.

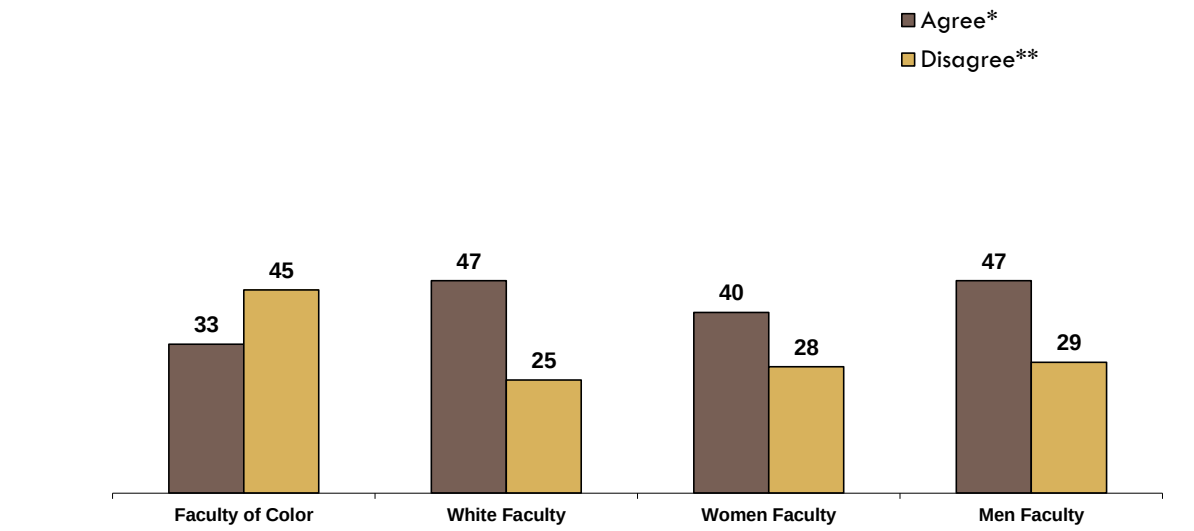


Figure 49. Tenure & Promotion Standards are Applied Equally to All Faculty (%)

Thirty-four percent (n = 85) felt burdened by university service responsibilities beyond those of their colleagues (Table 38). Forty-five percent of faculty (n = 114) believed they performed more work to help students than did their colleagues.

Table 38. Faculty Attitudes about Work-Related Issues by Gender and Race/Ethnicity

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
Issues	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
I feel that I am burdened by university service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues.	49	19.4	36	14.3	88	34.9	36	14.3	43	17.1
Women	30	21.4	21	15.0	47	33.6	14	10.0	28	20.0
Men	19	17.1	15	13.5	40	36.0	22	19.8	13	11.7
White	29	15.4	24	12.8	71	37.8	32	17.0	30	16.0
People of Color	17	34.0	11	22.0	13	26.0	0	0.0	9	18.0
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/dissertation committees, helping with student groups and activities, providing other support) than my colleagues.	49	19.4	65	25.7	91	36.0	26	10.3	22	8.7
Women	35	25.2	32	23.0	47	33.8	9	6.5	16	11.5
Men	13	11.6	33	29.5	43	38.4	16	14.3	5	4.5
White	30	16.0	45	23.9	73	38.8	21	11.2	17	9.0
People of Color	15	30.0	18	36.0	11	22.0	2	4.0	4	8.0

Note: Table includes only faculty respondents (n = 259).

Thirty-two percent (n = 70) have used or would use university policies on stopping the tenure clock, taking leave for childbearing or adoption or active service-modified duties (Table 39). Six percent (n = 15) felt that faculty members who use family-related leave policies are disadvantaged in advancement or tenure.

Table 39. Faculty Attitudes about Family-Related Leave Policies by Gender

	Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
Issues	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
I have used or would use university policies on stopping the tenure clock, taking leave for childbearing or adoption or active service-modified duties.	25	10.0	55	21.9	21	8.4	11	4.4	139	55.4
Women	19	13.8	31	22.5	12	8.7	4	2.9	72	52.2
Men	6	5.4	24	21.4	9	8.0	7	6.2	64	57.1
In my department, faculty members who use family-related accommodation policies are disadvantaged in promotion or tenure.	5	2.0	9	3.6	84	33.9	59	23.8	91	36.7
Women	3	2.2	7	5.2	45	33.3	27	20.0	53	39.3
Men	3	1.8	2	1.8	39	34.8	31	27.7	36	32.1

Note: Table includes only faculty respondents (n = 259).

Forty-five faculty members further elaborated on their responses to survey item 32, some of whom wanted a "don't know" response choice for the previous questions. Regarding policies for stopping the tenure clock, one person said, "University policies on stopping the tenure clock, taking leave for childbearing or adoption, or active service-modified duties are used by weak faculty in my department to delay tenure decisions." Several faculty respondents were troubled with the amount of service expected in their departments, as it impeded their ability to perform teaching and scholarly duties. Representative comments included, "Service is overvalued by the university and my department; the merit system in my department is unfair and privileges committee work over scholarship"; "There is an high demand for service at UMB (much higher than at my previous institutions) but there is little recognition of how this high demand can hamper faculty's research agenda. The pressure to perform service appears to me to fall unequally on women faculty and women faculty of color"; and the "Majority of my time here I have been burdened by extra service and teaching responsibilities; despite this, my scholarship expectations have not been any different than anyone else's, which has resulted in what feels like 3 jobs rather than one."

With respect to the following work-life issues, some faculty and staff often have to forgo professional activities because of personal responsibilities (29%, n = 200) or found that personal responsibilities have slowed down their job/career progression (26%, n = 180) (Table 40). Sixty-four percent (n = 449) of faculty and staff found UMass Boston supportive of their taking leave. Thirty-six percent (n = 252) have had to miss out on important things in their personal lives because of professional responsibilities.

Few employee respondents (13%, n = 95) felt that people who have children were considered less committed to their careers; and few (18%, n = 124) felt that people who do not have children were often burdened with additional work responsibilities. Thirty-three percent of faculty and staff (n = 231) felt that UMass Boston provides available resources to help employees balance work-life needs, such as child and elder care. Fifteen percent (n = 106) felt disadvantaged by a need to balance dependent care and professional responsibilities. Table 40 illustrates employees' responses to these items by gender.

Table 40. Employee Attitudes about Work-Life Issues by Gender

	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
Issues	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
I find that UMass Boston is supportive of my taking leave.	101	14.4	348	49.7	89	12.7	14	2.0	148	21.1
Women	60	13.0	240	51.9	59	12.8	10	2.2	93	20.1
Men	40	16.7	111	46.4	31	13.0	3	1.3	54	22.6
I forgo professional activities because of personal responsibilities	33	4.7	167	23.9	331	47.3	96	13.7	73	10.4
Women	21	4.6	104	22.6	225	48.9	57	12.4	53	11.5
Men	11	4.6	64	26.6	105	43.6	40	16.6	21	8.7
I find that personal responsibilities and commitments have slowed down my job/career progression	38	5.4	142	20.3	338	48.3	119	17.0	63	9.0
Women	26	5.6	100	21.6	223	48.1	76	16.4	39	8.4
Men	11	4.6	41	17.2	115	48.3	46	19.3	25	10.5

Table 40 (cont.)

Issues	Strongly agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I miss out on important things in my personal life because of professional responsibilities	56	7.9	196	27.8	322	45.6	91	12.9	41	5.8
Women	33	7.1	127	27.3	221	47.4	56	12.0	29	6.2
Men	21	8.7	69	28.6	102	42.3	37	15.4	12	5.0
I feel that people who have children are considered by UMass Boston to be less committed to their jobs/careers	24	3.4	71	10.1	374	53.3	146	20.8	87	12.4
Women	20	4.3	50	10.8	254	54.9	87	18.8	52	11.2
Men	4	1.7	21	8.7	121	50.2	61	25.3	34	14.1
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	39	5.5	85	12.1	381	54.2	113	16.1	85	12.1
Women	26	5.6	61	13.1	253	54.4	68	14.6	57	12.3
Men	13	5.4	26	10.9	126	52.7	46	19.2	28	11.7
I feel that UMass Boston provides available resources to help employees balance work-life needs, such as childcare and elder care.	28	4.0	203	29.3	176	25.4	82	11.8	203	29.3
Women	20	4.4	114	24.9	127	27.8	62	13.6	134	29.3
Men	8	3.4	91	38.6	49	20.8	20	8.5	68	28.8
I am disadvantaged by a need to balance my dependent care responsibilities with my professional responsibilities.	32	4.6	74	10.7	268	38.8	82	11.9	234	33.9
Women	24	5.3	57	12.5	178	38.9	47	10.3	151	33.0
Men	7	3.0	17	7.2	91	38.7	34	14.5	86	36.6

Note: Table reports faculty and staff responses only (n = 729).

Ninety-seven faculty and staff further elaborated on their answers to the previous work-life questions. A number of the respondents indicated they did not have children and, therefore, were not in the position to answer some of the questions contained in this survey item. Quite a few individuals advocated for an on-campus child care center with limited waiting lists.

Some female faculty members suggested they have delayed having children prior to achieving tenure, as "Having child-bearing and the tenure clock coincide penalizes female faculty." Some people felt similarly to this one respondent, "… UMASS is very supportive in a lot of these areas (e.g., people with children) but [would] not receive the same treatment from the department head. I have been afraid to ask for time off because of the reaction I might get." Some provided insights to their perceptions of preferential treatment of parenting employees. For instance, "Faculty in my department who have children often use their children as an excuse to miss meetings or leave meetings early or to change their schedule in other ways" and "Those who do not have children are always doing more, often making up for parents who have to be off because it's school vacation, or little Johnny has a runny nose, etc." Still others suggested that parenting faculty and parenting staff receive different benefits: "Faculty are allowed all kinds of allowances for family needs, but staff are not. Staff are not supposed to have any needs, other than working and being available for all faculty last minute whims."

More than half of all employees believed that they had colleagues or co-workers (73%, n = 506) and supervisors (60%, n = 419) at UMass Boston who gave them career advice or guidance when they need it (Table 41). They also had equipment and supplies (66%, n = 462) and time (62%, n = 431) they needed to adequately perform their work.

Additionally, many faculty and staff believed their supervisors/deans provided them with time (68%, n = 474) and resources (57%, n = 397) to pursue professional development activities. Fifty-five percent (n = 379) felt their supervisors/deans provided on-going feedback to help them improve their performance, and 60% (n = 412) found their departments supportive of providing leave opportunities.

Table 41. Employees' Perceptions of Support and Resources Available at University of Massachusetts Boston

	Strongly agree		Agree		Disagree		Strongly Disagree		N/A	
Resources	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
I have supervisors who give me job/career advice or guidance when I need it	133	19.2	286	41.2	148	21.3	84	12.1	43	6.2
I have colleagues/co-workers who give me job/career/education advice or guidance when I need it	154	22.1	352	50.6	108	15.5	47	6.8	35	5.0
I have the resources (e.g. equipment, supplies) I need to adequately perform my work	98	14.1	364	52.2	140	20.1	93	13.3	2	0.3
I have adequate time to complete my tasks at work	83	12.0	348	50.3	171	24.7	82	11.8	8	1.2
My supervisor provides me with time to pursue professional development opportunities.	129	18.6	345	49.8	91	13.1	36	5.2	92	13.3
My supervisor provides me with resources to pursue professional development opportunities.	106	15.3	291	42.1	143	20.7	58	8.4	93	13.5
I find that my department is supportive of providing leave opportunities.	86	12.6	326	47.7	84	12.3	40	5.9	147	21.5

Note: Table reports faculty and staff responses only (n = 729).

Eighty-eight staff and faculty members elaborated on their responses to the previous question. Many respondents felt their supervisors were not supportive of them (or other staff) and said they received little, if any, feedback. Some respondents indicated supervisors other than their own were supportive of them and appreciated their mentorship, if not the ability to complete their performance evaluations. Some respondents felt their supervisors were supportive of them, but that UMB's lack of resources prohibited any real professional development opportunities.

Perceptions of Unfair or Unjust Employment Practices Within the Past 5 Years

Regarding faculty and staff respondents' observations of discriminatory employment practices, 21% (n = 151) of all employees [14% of faculty (n = 36), 36% of non-unit staff

members (n = 20), 38% of classified staff (n = 23), and 18% of professional staff (n = 23)] believed they observed hiring practices at UMass Boston (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unfair or unjust within the past year or hiring cycle (Table 42). Twenty-three percent of women (n = 105) and 19% of men (n = 46) believed they had observed discriminatory hiring practices, as did 36% of employees of color (n = 60) and 17% of White respondents (n = 86). Fifteen percent of LGBQ respondents (n = 12) and 21% of heterosexual respondents (n = 126) believed they had observed discriminatory hiring practices. Of those who believed that they had observed discriminatory hiring, 27% (n = 41) said it was based on ethnicity, 27% (n = 40) on race, 17% (n = 25) on age, 13% (n = 19) on educational level, and 11% (n = 17) on university position.

Fifty faculty and staff members elaborated on the discriminatory hiring they witnessed at UMass Boston. They said that hiring bias occurred based on nepotism/favoritism, "filling diversity requirements," or "wanting to hire someone who looks and acts like you do." Illustrative comments included: "Friends hire friends here. A lot of jobs are filled before the interviewing even starts." "I observed that a less qualified candidate was hired in order to meet diversity requirements." "I have also been on committees where people gravitated to lesser qualified candidates due to personal connections or simply because they could relate to them better because of a shared ancestry, appearance, or background (this has actually been expressed during the committee conversations)." "A number of people in my department were hired from a particular university, from which my chairperson recently came."

Twelve percent of faculty and staff respondents (n = 84) believed they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past 5 years. Of those individuals, 23% (n = 19) said they believed the discrimination was based on position, 19% (n = 16) on age or ethnicity, and 14% (n = 12) on race. Eleven percent of women (n = 53) and 12% of men (n = 28) believed they had observed discriminatory practices. Thirteen percent (n = 11) of LGBQ

respondents and 11% of heterosexual respondents (n = 65) witnessed discriminatory disciplinary actions. Twenty-one percent (n = 34) of employees of color witnessed such disciplinary actions, as did 9% (n = 47) of White respondents. Additionally, faculty members (8%, n = 21), non-unit staff members (14%, n = 8), and professional staff (8%, n = 10) were less likely than classified staff members (23%, n = 14) to believe they had observed discriminatory disciplinary actions.

A few respondents commented about unjust or unfair instances of dismissal or termination. In addition, a number of those respondents detailed instances where supervisors/deans bullied or harassed employees to such an extent that the faculty and staff eventually quit their positions.

Twenty-five percent of all faculty and staff (n = 179) believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at UMass Boston. Several respondents believed it was based on UMass Boston position (21%, n = 37), race (16%, n = 29), ethnicity (13%, n = 23), and age (12%, n = 22). Twenty-seven percent of women (n = 123) and 23% of men (n = 56) witnessed discriminatory promotion/tenure/reappointment/reclassification, as did 25% of heterosexual respondents (n = 145) and 25% of LGBQ respondents (n = 21). Twenty-two percent of White respondents (n = 115) and 34% of Respondents of Color (n = 57) witnessed such conduct. Forty-three percent of classified staff members (n = 26), 26% of non-unit staff members (n = 14), 20% of faculty members (n = 52), and 18% (n = 23) of professional staff believed they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.

With regard to unfair or unjust promotion, 41 people provided their insights. A few individuals felt that “Men are promoted more and given higher raises than the women in the office” or “I've seen derogatory comments about women and sexual orientation. Men seem to have NO PROBLEM getting promotions or tenure here, and that's ESPECIALLY true for white men.” while others believed they had seen “affirmative action trump competence in a FEW cases.” Still others suggested, “It's not what you

know, it's who you know around here, nothing is based on merit, skill, performance, quality" and "Critical to hiring here is knowing someone. After a 'world-wide' search, the new hire is found to live right down the street."

Table 42. Employee Respondents Who Believed They Had Observed Employment Practices that were Unfair, Unjust, or Would Inhibit Diversifying the Community

	Hiring Practices		Employment-Related Disciplinary Actions		Procedures or Practices Related to Promotion/Tenure/ Reclassification	
	n	**%**	**n**	**%**	**n**	**%**
No	434	61.0	505	71.4	406	57.3
Yes	151	21.2	84	11.9	179	25.3
Don't Know	126	17.7	118	16.7	123	17.4

Note: Table reports employee responses only (n = 729).

Faculty and Staff Who Have Seriously Considered Leaving UMass Boston

Thirty percent of all respondents (n = 659) have seriously considered leaving UMass Boston in the past year. Figure 50 illustrates that 47% of all tenure track faculty (n = 33), classified staff (n = 28), and professional staff (n = 60) members considered leaving UMass Boston. Thirty-three percent (n = 19) of non-tenure track faculty and 43% of non-unit staff (n = 24) members have seriously considered leaving the institution in the past year.

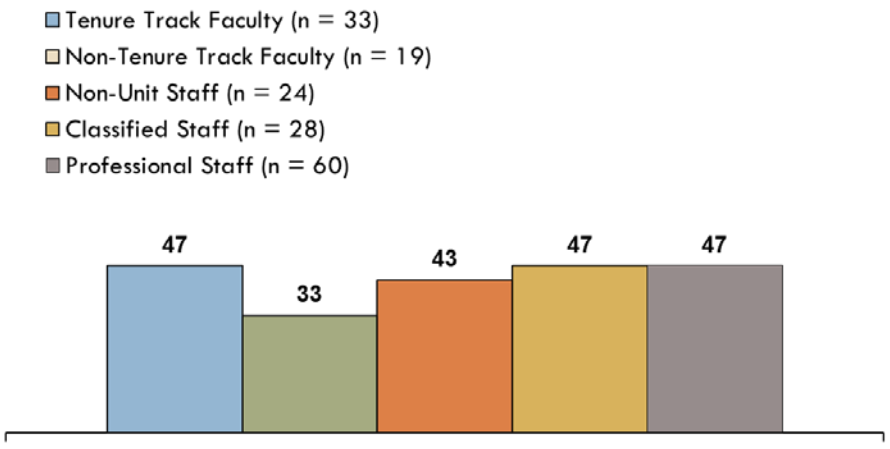


Figure 50. Respondents Who Have Seriously Considered Leaving University of Massachusetts Boston by Position (%)

Among employees, 33% of men (n = 80) and 42% of women (n = 196) thought of leaving the institution. Forty-eight percent of employees of color (n = 79) and 35% of White employees (n = 184) have seriously considered leaving UMass Boston. Additionally, 41% of LGBQ employees (n = 34) and 39% of heterosexual respondents (n = 230) have seriously thought of leaving the institution.

Many faculty and staff who considered leaving did so due to limited opportunities based on departmental relationships (48%), limited opportunities for advancement (42%), climate (37%), stress (35%), and lack of institutional resources (32%) (Table 43).

Table 43. Reasons Faculty and Staff Considered Leaving UMass Boston in the Past Year

Reasons	n	%
Departmental relationships	134	47.7
Limited opportunities for advancement	119	42.3
Climate	105	37.4
Stress	97	34.5
Lack of institutional resources	90	32.0
Financial reasons	84	29.9
Relationship with direct supervisor/manager	82	29.2
Transportation/commuting costs/commuting distance	66	23.5
Interested in a position at another institution	60	21.4
Housing/cost of living affordability	40	14.2
Recruited or offered a position at another institution	27	9.6
Stress or emotional/mental health reasons	23	8.2
Personal reasons (e.g., medical, family emergencies)	19	6.8
Family responsibilities	16	5.7
Medical reasons	7	2.5
Offered position in government or industry	3	1.1
Spouse or partner relocated	3	1.1
Visa issues/international status issues	3	1.1
Departmental relationships	134	47.7
Limited opportunities for advancement	119	42.3

Note: Table includes responses of faculty and staff who considered leaving UMB (n = 281).

Forty-three percent of faculty and staff who considered leaving UMass Boston in the last year (n = 120) stayed for financial reasons. Thirty-two percent (n = 90) needed the benefits, and 24% (n = 68) had good working relationships with supervisors, colleagues, and students (Table 44).

Table 44. Reasons Faculty and Staff Decided to Stay at UMass Boston

Reasons	n	%
Financial reasons	120	42.7
Need the benefits	90	32.0
Good working relationships with supervisors/colleagues/students	68	24.2
Family responsibilities	57	20.3
Departmental relationships	49	17.4
Personal reasons	41	14.6
Relationship with direct supervisor/manager	28	10.0
Department/work unit conditions changed for the better	23	8.2
Opportunities for advancement	18	6.4
Climate	17	6.0
Spouse or partner	15	5.3
Poor supervisors were replaced/left	7	2.5
Housing/cost of living affordability	2	0.7
Visa issues/international status	2	0.7
Other	74	26.3

Note: Table includes responses of faculty and staff who considered leaving UMB (n = 281).

Summary

The results from this section suggest that most faculty and staff respondents were satisfied with their jobs/careers at UMass Boston and the way their careers had progressed. Classified staff and professional staff were least satisfied with their jobs. Faculty members were most satisfied with their compensation as compared to peers with similar positions at UMass Boston Classified staff members were least satisfied with the way their careers have progressed at UMass Boston than were other groups. Employees of Color were less satisfied than their White counterparts with their jobs/careers, how their jobs/careers have progressed, and their compensation as compared to peers with similar positions at UMass Boston.

Few UMass Boston employees had observed unfair or unjust hiring (21%), unfair or unjust promotion/tenure/reclassification (12%), or unfair or unjust disciplinary actions (25%). Additionally, the majority of faculty and staff believed they had support from their co-workers and supervisors, and felt positively about a variety of UMass Boston policies and their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities.

University of Massachusetts Boston Students

This section of the report is dedicated to survey questions that were specific to UMass Boston students. Several survey items queried student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes and their on-campus jobs.

Students' Academic Experiences

The survey asked students (n = 1,455) the degree to which they agreed or disagreed about a variety of academic experiences (Table 45). Students' answers were positive. For example, 71% of students felt they were performing up to their full academic potential. Students were satisfied with their academic experience at UMass Boston (71%); and were satisfied with the extent of their intellectual development since enrolling at UMass Boston (74%);

Additionally, the majority of students felt their academic experience has had a positive influence on their intellectual growth and interest in ideas (79%) and that their interest in ideas and intellectual matters has increased since coming to UMass Boston (73%). Forty-six percent felt few of their courses this year have been intellectually stimulating.

More than half of all student respondents felt they performed academically as well as they had anticipated they would (65%). Seventeen percent (n = 246) were considering transferring to another college or university.

Table 45. Students' Academic Experiences at University of Massachusetts Boston

Academic Experiences	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	402	28.1	620	43.3	179	12.3	179	12.3	47	3.3
Few of my courses this year have been intellectually stimulating.	207	14.6	449	31.7	227	16.0	314	22.2	201	14.2
I am satisfied with my academic experience at UMass Boston.	320	22.5	686	48.1	242	17.0	118	8.3	55	3.9
I am satisfied with the extent of my intellectual development since enrolling at UMass Boston.	354	24.9	696	48.9	229	16.1	105	7.4	33	2.3
I have performed academically as well as I anticipated I would.	314	22.2	602	42.6	239	16.9	184	13.0	60	4.2
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	449	31.6	676	47.6	203	14.3	60	4.2	29	2.0
My interest in ideas and intellectual matters has increased since coming to UMass Boston.	435	30.7	593	41.8	257	18.1	88	6.2	41	2.9
I am considering transferring to another college or university.	106	7.4	140	9.8	234	16.4	317	22.3	549	38.6
I am performing up to my full academic potential.	402	28.1	620	43.3	179	12.3	179	12.3	47	3.3

Note: Table includes students only (n = 1,455).

Students' Perceptions of Campus Climate

The survey asked students about the perceptions they held about the UMass Boston climate before they enrolled on campus (Table 46). Before they enrolled at UMass Boston, more than half of all student respondents thought the climate was "very respectful/respectful" of all of the groups listed in Table 46.

Table 46. Students' Pre-enrollment Perceptions of Campus Climate

	Very Respectful		Respectful		Disrespectful		Very Disrespectful		Don't Know	
Group	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Psychological health issues	448	35.8	592	47.2	26	2.1	2	0.2	185	14.8
Physical health issues	453	36.3	613	49.1	12	1.0	3	0.2	168	13.5
Female	501	40.1	609	48.8	14	1.1	4	0.3	121	9.7
Religious affiliations other than Christian	444	35.5	610	48.8	34	2.7	2	0.2	159	12.7
Christian affiliations	460	36.8	594	47.5	27	2.2	6	0.5	163	13.0
Gay, lesbian, bisexual, transgender	443	35.4	592	47.3	41	3.3	11	0.9	164	13.1
Immigrants	469	37.5	596	47.6	39	3.1	5	0.4	143	11.4
International students, staff, or faculty	483	38.8	595	47.8	27	2.2	4	0.3	136	10.9
Learning disabled	466	37.3	587	47.0	33	2.6	5	0.4	157	12.6
Male	518	41.5	583	46.7	12	1.0	3	0.2	133	10.6
Non-native English speakers	464	37.1	610	48.8	41	3.3	6	0.5	130	10.4
Parents/guardians	475	38.2	601	48.3	13	1.0	3	0.2	153	12.3
People of color	493	39.3	605	48.3	23	1.8	5	0.4	127	10.1
Providing care for adults who are disabled and/or elderly	448	36.1	588	47.3	15	1.2	3	0.2	188	15.1
Physical disability	473	38.0	586	47.0	25	2.0	4	0.3	158	12.7
Socioeconomically disadvantaged	464	37.1	590	47.2	41	3.3	6	0.5	150	12.0
Socioeconomically advantaged	458	36.8	589	47.3	17	1.4	9	0.7	173	13.9
Transgender	412	33.1	570	45.8	45	3.6	13	1.0	205	16.5
Veterans/active military	488	39.2	576	46.3	13	1.0	5	0.4	162	13.0

Note: Table reports student responses only (n = 1,455).

More than half of all faculty and student respondents felt that the classroom/learning environment was welcoming for students based on all of the characteristics listed in Table 47. In examining student responses only, 76% of women students (n = 652) and 78% of men students (n = 382) thought the classroom climate was welcoming based on gender. Seventy-five percent of Students of Color (n = 431) and 83% of White students (n = 593) thought the classroom climate was welcoming based on race. Seventy-nine percent of LGBQ students (n = 112) and 77% of heterosexual students (n = 792) thought the climate was welcoming for students based on sexual orientation. Seventy-eight percent of Christian students (n = 433) and 73% of students who identified with other than Christian spiritual affiliations (n = 494) felt the classroom climate was welcoming based on religious/spiritual views. Seventy-four percent of the students whose families earned less than $30,000 per year (n = 384) and 77% of students whose families earn $30,000 or more per year (n = 626) felt the classroom climate was welcoming based on socioeconomic status.

Table 47. Students' and Faculty Perceptions of Welcoming Classroom/Learning Environment Based on Demographic Characteristics

Group	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
Age	604	37.5	739	45.8	111	6.9	40	2.5	118	7.3
Ancestry	568	35.4	735	45.9	91	5.7	30	1.9	179	11.2
Country of origin	573	35.9	733	45.9	107	6.7	31	1.9	152	9.5
English language proficiency/ accent	477	29.8	765	47.9	181	11.3	36	2.3	139	8.7
Ethnicity	582	36.5	726	45.6	104	6.5	30	1.9	151	9.5
Gender identity	560	35.1	682	42.8	116	7.3	28	1.8	208	13.0
Gender expression	548	34.5	664	41.8	120	7.5	29	1.8	229	14.4
Immigrant/citizen status	563	35.4	672	42.2	115	7.2	35	2.2	206	12.9
International Status	577	36.3	686	43.2	105	6.6	30	1.9	190	12.0
Learning disability	503	31.8	694	43.8	136	8.6	32	2.0	218	13.8
Marital status	604	37.9	678	42.5	91	5.7	27	1.7	194	12.2
Medical conditions	526	33.2	676	42.7	105	6.6	31	2.0	244	15.4
Military/veteran status	579	36.9	643	41.0	90	5.7	20	1.3	237	15.1
Parental status (e.g., having children)	526	33.0	661	41.5	136	8.5	28	1.8	243	15.2
Participation in an campus club/organization	501	31.7	629	39.8	104	6.6	26	1.6	321	20.3
Participation on an athletic team	480	30.5	601	38.1	106	6.7	21	1.3	368	23.4
Physical characteristics	519	32.9	680	43.1	107	6.8	23	1.5	249	15.8
Physical disability	487	30.8	705	44.6	124	7.8	31	2.0	234	14.8
Philosophical views	492	31.1	708	44.8	127	8.0	35	2.2	220	13.9
Political views	445	28.2	702	44.5	165	10.5	46	2.9	218	13.8
Psychological condition	443	28.2	658	41.9	159	10.1	25	1.6	286	18.2
Race	557	35.4	706	44.8	115	7.3	30	1.9	167	10.6
Religious/spiritual views	503	32.1	693	44.2	125	8.0	28	1.8	220	14.0
Sexual orientation	534	34.0	672	42.7	107	6.8	24	1.5	235	14.9
Socioeconomic status	503	32.0	695	44.2	125	8.0	43	2.7	205	13.0

Note: Table includes faculty and student respondents only (n = 1,714).

More than half of all students felt the courses offered at UMass Boston included sufficient materials, perspectives, and/or experiences of people based on all of the characteristics listed in Table 48.

Table 48. Students' Perception that Courses Offered at UMass Boston Included Sufficient Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics

	Strongly agree		Agree		Disagree		Strongly Disagree		Don't Know	
Characteristics	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Country of origin	340	27.3	616	49.5	96	7.7	16	1.3	176	14.1
Ethnicity	360	29.0	614	49.5	85	6.8	17	1.4	165	13.3
Gender	380	30.5	619	49.7	75	6.0	7	0.6	164	13.2
Immigrant/citizen status	333	26.8	567	45.6	114	9.2	14	1.1	215	17.3
International Status	327	26.3	587	47.2	100	8.0	15	1.2	215	17.3
Learning disability	301	24.3	531	42.8	123	9.9	21	1.7	264	21.3
Military/veteran status	315	25.3	542	43.6	105	8.4	17	1.4	264	21.2
Physical disability	308	24.9	548	44.2	112	9.0	19	1.5	252	20.3
Philosophical views	345	27.8	594	47.8	85	6.8	14	1.1	204	16.4
Political views	335	26.9	569	45.7	114	9.2	21	1.7	205	16.5
Race	379	30.6	587	47.3	83	6.7	14	1.1	177	14.3
Religious/spiritual views	331	26.7	559	45.0	109	8.8	22	1.8	221	17.8
Sexual orientation	327	26.4	558	45.0	96	7.7	22	1.8	237	19.1
Socioeconomic status	341	27.5	567	45.8	92	7.4	24	1.9	214	17.3

Note: Table includes only student responses (n = 1,455).

One of the survey items asked students the degree to which they agreed with a number of statements about their interactions with faculty, students, and staff at UMass Boston (Table 49). Eighty-three percent of students (n = 1,153) felt valued by faculty in the classroom, and 79% (n = 1,080) felt valued by other students in the classroom. Students thought that UMass Boston faculty (72%, n = 991) and staff (62%, n = 852) were genuinely concerned with their welfare. Forty-one percent (n = 549) felt faculty pre-judged their abilities based on their perception of students' identities/backgrounds.

Seventy-four percent of students (n = 1,007) had faculty they perceive as role models, and 53% (n = 715) had staff they perceived as role models. Eighty-three percent (n = 1,122) had academic opportunities that were similar to those of their classmates.

Forty-five percent of students (n = 601) did not see enough faculty and staff with whom they identified. Forty percent (n = 288) of White students, 50% (n = 283) of Students of Color, 50% (n = 72) of LGBQ students and 42% (n = 436) of heterosexual students did not see enough faculty and staff with who they identified.

Table 49. Students' Perceptions of Campus Climate

	Strongly Agree		Agree		Disagree		Strongly Disagree		Don't Know	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom/learning environment	458	33.3	695	50.5	117	8.5	45	3.3	62	4.3
I feel valued by other students in the classroom	354	25.8	726	53.0	153	11.2	28	2.0	110	8.0
I feel valued by my tutors, peer mentors, teaching assistants.	346	25.4	620	45.6	121	8.9	31	2.3	243	17.9
I feel valued by peers in student organizations.	316	23.4	532	39.4	97	7.2	28	2.1	378	28.0
I think UMass Boston faculty are genuinely concerned with my welfare	366	26.7	625	45.6	179	13.1	72	5.3	128	9.3
I think UMass Boston staff are genuinely concerned with my welfare	302	22.1	550	40.2	249	18.2	103	7.5	163	11.9
I think administrators are genuinely concerned about my welfare.	273	20.1	499	36.7	272	20.0	128	9.4	188	13.8
I think faculty pre-judge my abilities based on perceived identity/background	179	13.2	370	27.3	405	29.9	210	15.5	191	14.1
I believe the campus climate encourages free and open discussion of difficult topics	361	26.6	692	51.0	152	11.2	41	3.0	110	8.1
I have faculty who I perceive as role models	429	31.5	578	42.4	197	14.4	45	3.3	115	8.4
I have staff who I perceive as role models	263	19.5	452	33.5	293	21.7	97	7.2	244	18.1
I have administrators who I perceive as role models	231	17.3	394	29.4	315	23.5	120	9.0	279	20.8

Note: Table reports student responses only (n = 1,455).

Students Who Have Seriously Considered Leaving University of Massachusetts Boston

As noted previously, 30 percent of all respondents (n = 659) have seriously considered leaving UMass Boston in the past year, while 26% of all students (n = 373) have seriously considered leaving UMass Boston.

Among students, 27% of women (n = 243) and 24% of men (n = 127) considered leaving UMass Boston. Twenty-seven percent of Students of Color (n = 171) and 24% of White students (n = 180) thought of leaving UMass Boston, as did 17% of LGBQ students (n = 26) and 26% of heterosexual students (n = 289). Twenty-five percent (n = 110) of first-generation students and 26% (n = 263) of students who were not considered first-generation students considered leaving UMass Boston. Additionally, 26% of students whose annual family incomes where less than $30,000 (n = 142) and 26% of students whose family incomes were $30,000 or greater (n = 231) also seriously considered leaving UMass Boston within the past year.

Many students who considered leaving did so due to academic reasons (38%, n = 141), transportation/commuting costs/commuting distance (32%, n = 118), wanting to transfer to another institution (28%, n = 103), lack of faculty support (27%, n = 102)), climate (26%, n = 95), and stress (26%, n = 95) (Table 50).

Table 50. Reasons Students Considered Leaving UMass Boston in the Past Year

Reasons	n	%
Academic reasons	141	37.8
Transportation/commuting costs/commuting distance	118	31.6
Wanted to transfer to another institution	103	27.6
Lack of faculty support	102	27.3
Climate	95	25.5
Stress	95	25.5
Wanted to transfer to another institution with residence halls	93	24.9
Lack of institutional resources	92	24.7
Lack of peer or social support	92	24.7
Lack of staff support	82	22.0
Financial reasons	79	21.2
Career support expectations not fulfilled	69	18.5
Personal reasons	60	16.1
Did not offer my major/specialty	45	12.1
Medical reasons	16	4.3
Did not want to pursue a degree anymore	11	2.9
My marital/relationship status	8	2.1
Visa issues/international status issues	4	1.1
Academic reasons	141	37.8

Note: Table includes responses of students who considered leaving UMass Boston (n = 373).

Forty percent of students (n = 148) who considered leaving UMass Boston in the last year stayed for financial reasons. Thirty-five percent (n = 129) stayed for academic reasons, and 20% (n = 74) stayed for personal reasons (Table 51).

Table 51. Reasons Students Decided to Stay at UMass Boston

Reasons	n	%
Financial reasons	148	39.7
Academic reasons	129	34.6
Personal reasons	74	19.8
Decided to pursue a degree	70	18.8
Parents/family wanted me to stay	62	16.6
Peer or social support	34	9.1
Faculty support (e.g. mentoring, advising)	30	8.0
Staff support (e.g. mentoring, advising)	27	7.2
Institutional resources	24	6.4
Campus climate	23	6.2
Student services (e.g. counseling, health services)	17	4.6
My marital/relationship status (e.g. single, married, partnered)	8	2.1

Note: Table includes responses of students who considered leaving UMass Boston (n = 373).

Summary

By and large, students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at UMass Boston in a very positive light. The large majority of students felt the classroom climate was welcoming for all groups of students, and most students felt valued by faculty and other students in the classroom. Students thought that UMass Boston faculty and staff were genuinely concerned with their welfare. Twenty-six percent of all students considered leaving UMass Boston, while 74% of all students intended to graduate from UMass Boston.

Institutional Actions

The survey asked faculty and staff to indicate how they thought the initiatives listed in Table 52 would affect the climate at UMass Boston. Respondents were asked to decide whether the whether certain institutional actions positively or negatively affected the climate, or did not affect the climate. Readers will note that substantial proportions of respondents chose the "Don't Know" response for the items in this survey question.

Some faculty and staff thought providing flexibility for promotion for faculty (45%, n = 278) and providing recognition and rewards for including diversity issues in courses across the curriculum (55%, n = 347) positively affects the campus climate (Table 52). Three-quarters (n = 474) thought providing access to counseling to those who experienced harassment positively affected the climate at UMass Boston. Some also thought that diversity training for staff (67%, n = 423), faculty (65%, n = 412), and students (64%, n = 399) positively affected the climate.

While a number of respondents felt mentorship for new faculty (73%, n = 455) and staff (75%, n = 462) positively influenced the climate, others felt such mentorship was not available for faculty (7%, n = 53) and staff (13%, n = 92) and wished it were available at the university. Similarly, 59% (n = 366) of respondents felt diversity and equity training to search and tenure committees positively affected the climate, while 8% (n = 60) thought such training was unavailable at UMass Boston.

Seventy percent (n = 418) thought providing on-campus year-round child care would positively affect the campus climate at UMass Boston, and 55% (n = 332) thought providing lactation accommodations on campus would positively influence UMass Boston. Eighty percent of employee respondents (n = 499) thought providing career development opportunities for staff would positively influence the climate.

Sixty-eight faculty and staff commented on institutional actions regarding diversity and inclusion at UMass Boston. Several of the respondents applauded the ideas of or

described ways in which they believed instituting diversity training, on-campus child care, lactation stations, and opportunities for career development would positively influence campus. Others hedged about “adding diversity for diversity’s sake.” Said one such respondent, “Making diversity issues a mandatory training and rewarding diversity issues added to curriculum will make it a joke...people will take it less seriously and it will be tokenism rather than integrate diversity into the campus.” Another person felt trainings were not the way to increase diversity awareness and suggested, “I think what would be 'nice' would be to provide additional 'natural' opportunities for interactions between groups - through community activities, forums, festivals, etc. Also - start or increase opportunities for 'exchanges' - faculty/staff and perhaps other students who live locally - to provide opportunities for international students to 'visit' - for thanksgiving or other holidays.”

Table 52. Faculty and Staff Perceptions of How Initiatives Would Affect the Climate at University of Massachusetts Boston

Area	Not currently available at UMB		Positively influence the climate		No influence to campus climate		Negatively influence campus climate	
	n	%	n	%	n	%	n	%
Providing flexibility for promotion for faculty	57	7.8	278	44.6	36	5.8	11	1.8
Providing recognition and rewards for including diversity issues in courses across the curriculum	55	7.5	347	54.8	46	7.3	19	3.0
Providing recognition and rewards for involvement in diversity related community engagement activities	52	7.1	380	60.9	55	8.8	16	2.6
Providing diversity training for staff	26	3.6	423	66.7	87	13.7	13	2.1
Providing diversity training for faculty	36	4.9	412	65.2	79	12.5	12	1.9
Providing diversity training for students	35	4.8	399	63.7	60	9.6	10	1.6
Providing access to counseling for people who have experienced harassment	32	4.4	474	75.2	26	4.1	2	0.3
Providing mentorship for new faculty	53	7.3	455	72.5	17	2.7	4	0.6
Providing mentorship for new staff	92	12.6	462	75.2	20	3.3	4	0.7
Providing a clear and fair process to resolve conflicts	64	8.8	480	77.8	27	4.4	8	1.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	55	7.5	327	52.7	88	14.2	48	7.7
Providing diversity and equity training to search and tenure committees	60	8.2	366	58.7	68	10.9	21	3.4
Increasing the diversity of the faculty	27	3.7	399	63.7	90	14.4	10	1.6
Increasing the diversity of the staff	20	2.7	390	62.4	106	17.0	12	1.9
Increasing the diversity of the administration	22	3.0	388	62.2	110	17.6	15	2.4
Increasing the diversity of the student body	14	1.9	370	59.8	119	19.2	17	2.7
Providing on-campus year-round child care for students/faculty/staff	111	15.2	418	69.8	28	4.7	9	1.5
Providing on-campus after-school programs for students/faculty/staff	104	14.3	388	65.7	44	7.4	7	1.2
Providing lactation locations	97	13.3	332	55.1	45	7.5	7	1.2
Providing career development opportunities for staff	58	8.0	49	79.8	22	3.5	4	0.6

Note: Table reports faculty and staff responses only (n = 729). See Table B89 in Appendix B for "Don't Know" responses.

More than half of all students believed that the initiatives listed in Table 53 would positively influence the climate. In addition, 103 students offered additional insights regarding the potential for a number of UMass Boston's initiatives. A number of respondents commented on whether UMass Boston needed to focus on diversity at all, stating that the university was “obsessed with diversity. It feels like it's almost intruding in the natural learning process,” “Student diversity is a marketing ploy for UMass but the reality is it creates an environment of isolation, especially for the most underserved group, white males,” and “Diversity training may aid in more confusion.”

Several students commented on the lactation locations and on-campus child care facilities. While most of the comments were in favor of both (e.g., “I breast feed my child, but I have to pump when at school in my car our in unsanitary bathrooms,” “Child care on campus would truly change my life as a student here.”), several students felt that neither was necessary on a college campus. They made comments such as “Small children do not belong on a college campus,” “Providing child-care is a difficult topic. On one hand, a single mother or father may have a legitimate need for it, but on another hand, is it responsible to continue to coddle people who have children that they cannot afford through irresponsible acts?” Some students did not seem to recognize that lactation stations would offer privacy for pumping breast milk (“we don’t need "lactating locations" we are all adults here, women need to breast feed, so if they do so with some discretion who cares? For people who are uptight about all this, don’t look!!”).

Table 53. Student Perceptions of How Initiatives Would Affect the Climate at University of Massachusetts Boston

Area	Positively influences climate		No influence on climate		Negatively influences climate		Don't know	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Diversity training for students	782	61.8	264	20.9	22	1.7	198	15.6
Diversity training for staff	867	68.8	196	15.5	14	1.1	184	14.6
Diversity training for faculty	870	68.9	200	15.8	13	1.0	179	14.2
Providing a person to address student complaints of classroom inequity	888	70.4	166	13.2	27	2.1	180	14.3
Increasing diversity of the faculty and staff	742	58.8	309	24.5	31	2.5	179	14.2
Increasing the diversity of the student body	722	57.7	321	25.6	35	2.8	174	13.9
Increasing opportunities for cross-cultural dialogue among students	901	71.7	187	14.9	22	1.8	147	11.7
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	907	72.3	187	14.9	21	1.7	140	11.2
Incorporating issues of diversity and cross-cultural competence into the curriculum	845	67.4	223	17.8	30	2.4	156	12.4
Providing staff/faculty mentorship of students	943	75.0	162	12.9	11	0.9	142	11.3
Providing on-campus year-round child care for students/faculty/staff	868	68.8	147	11.7	34	2.7	212	16.8
Providing on-campus after-school programs for students/faculty/staff	864	68.7	157	12.5	26	2.1	211	16.8
Providing lactation locations	750	60.3	169	13.6	36	2.9	289	23.2

Note: Table reports student responses only (n = 1,455).

Summary

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which UMass Boston does, and should, promote diversity to shape campus climate.

Next Steps

Institutions of higher education seek to create an environment characterized by equal access for all students, faculty, and staff regardless of cultural, political, or philosophical differences; where individuals are not just tolerated but valued. Creating and maintaining a community environment that respects individual needs, abilities, and potential is one of the most critical initiatives that universities and colleges undertake. A welcoming and inclusive climate is grounded in respect, nurtured by dialogue, and evidenced by a pattern of civil interaction.

What do the results of this study suggest? At minimum, they add additional empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations in the campus community. The findings parallel those from investigations at other colleges and universities. A summary of the strengths and opportunities for improvement follow.

Summary of Strengths and Opportunities for Improvement

Three strengths/successes emerged from the quantitative data analysis. These findings should be noted and credited. First, employees showed high levels of satisfaction with University of Massachusetts Boston. In particular, three-quarters of all employee respondents were highly satisfied or satisfied with their jobs at UMass Boston (75%, n = 524); and, 65 percent (n = 451) were highly satisfied or satisfied with how their careers have progressed. More than half of respondents (54%, n = 378) were “highly satisfied” or “satisfied” with their compensation as compared to that of other UMass Boston colleagues/co-workers with similar positions.

Second, 76% (n = 1,655) of respondents reported that they were very comfortable and comfortable with the overall climate at UMass Boston, and 73% (n = 1,590) with their department or work unit. Seventy-eight percent of students (n = 1,137) were very comfortable and comfortable with the climate in the classes they were taking, and 90% (n

= 230) of faculty members were very comfortable and comfortable with the climate in the classes they taught.

Third, students felt and thought very positively about their academic experiences at UMass Boston. The majority of students (71%, n = 1,022) felt they were performing at their full academic potential; 71% (n = 1,006) were satisfied with their academic experience at UMass Boston; and, 74% (n = 1,050) were satisfied with the extent of their intellectual development since enrolling at UMass Boston. Less than one in five students (17%, n = 246) was considering transferring to another college or university.

These quantitative results were also supported by various voices offered in response to the open-ended questions. The respondents' voices echoed the positive experiences with the UMass Boston campus climate. However, disparities existed where respondents from particular constituent groups typically reported less satisfaction and comfort with the overall campus climate, their department/work unit climate, and their classroom climate at UMass Boston than their majority counterpart respondents. These underrepresented groups include People of Color, women, LGBQ people, and staff members.

Four potential challenges were also revealed in the assessment. The first challenge relates to **the inequitable treatment** of UMass Boston members based on **university position** and differential treatment among different types/categories of university positions. Greater percentages of classified staff respondents reported that they had experienced harassment. Fifty percent (n = 16) of classified staff members and 44% of non-unit staff members (n = 10) who believed they were harassed said the conduct was based on their position status at UMass Boston. Classified staff (45%, n = 27) and professional staff (42%, n = 53) were also more likely to believe they had observed offensive, hostile, or intimidating conduct. Position was the primary basis for all respondents for experienced harassment and the secondary basis for observed harassment.

Classified staff members more often reported experiencing discriminatory hiring, discriminatory employment-related disciplinary actions, and discriminatory practices

related to promotion than other positions. University position was cited as the primary basis for observed discriminatory employment-related disciplinary actions and practices related to promotion. Classified staff and professional staff were least satisfied with their jobs/careers Forty-seven percent of all tenure track faculty (n = 33), classified staff (n = 28), and professional staff (n = 60) members considered leaving UMass Boston.

The second challenge relates to **issues and concerns regarding race and ethnicity**. Respondents of Color (24%, n = 186) more often reported personally experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (harassing behavior) that has interfered with their ability to work or learn at UMass Boston when compared to their White counterparts (20%, n = 259). Of Respondents of Color who experienced harassment, 31% (n = 58) said the harassment was based on their race, while five percent (n = 13) of White respondents indicated the basis as race. Race was also the primary basis (17%, n = 77) for observed harassment for all respondents within the past year.

Employees of Color (71%) were less likely to agree that their workplace climate was welcoming based on race than White employees (80%). Employees of Color were also substantially more likely than White Employees to believe they had observed discriminatory hiring practices, discriminatory employment-related disciplinary actions, and discriminatory practices related to promotion at UMass Boston. Race or ethnicity was cited among the top three bases for all discriminatory employment practices. Employees of Color were less satisfied than their White counterparts with their jobs/careers, how their jobs/careers have progressed, and their compensation as compared to peers with similar positions at UMass Boston. Furthermore, Employees of Color (48%, n = 79) were more likely than their White counterparts (35%, n = 184) to have seriously considered leaving UMass Boston. This also extended to students: 27% (n = 171) of Students of Color versus 24% (n = 180) of White students seriously considered leaving UMass Boston. Students of Color (75%, n = 431) were also less likely to believe the classroom climate was welcoming based on race when compared with White students (83%, n = 593).

A third challenge is in regard **to issues and concerns experienced or perceived between women and men**. Women (24%, n = 330) were more likely than men (18%, n = 237) to report experiences with harassment; of those respondents, more women than men indicated the harassment was based on gender (11% compared with 4%, respectively). Women (23%, n = 321) were also more likely than men (16%, n = 124) to report they had observed offensive, hostile, or intimidating conduct within the past year. Gender identity was indicated as the fourth basis for observed harassment within the past year. Women were slightly less comfortable than men with the overall climate and the climate in their departments/work units. Women students were also slightly less comfortable with the climate in their classes than were men students.

Although overall employee job satisfaction was high for all respondents, there were differences by gender: women employees were less satisfied than men with their jobs (74% and 79%). Women were more likely to have witnessed discriminatory hiring and unfair or unjust practices related to promotion/tenure/reappointment/reclassification. Women employees (42%, n = 196) were more likely than men employees (33%, n = 80) to have seriously considered leaving the institution. Women were also three times as likely as men to have perceived they had experienced unwanted sexual contact at UMass Boston.

The analyses revealed major differences between men/women with regard to work-life issues. With regard to faculty and staff attitudes about work-life issues, women employees were more likely to agree that: they used or would use college policies on stopping the tenure clock; people who have children are considered by UMass Boston to be less committed to their jobs/careers; they are disadvantaged by a need to balance their dependent care responsibilities with their professional responsibilities; there are many unwritten rules concerning how one is expected to interact with colleagues in their work unit; they are less comfortable taking leave that they are entitled to without fear that it may affect their job/career; and, faculty members who use family-related leave policies are disadvantaged in advancement or tenure.

Issues and concerns for Lesbian, Gay, Bisexual, and Queer (LGBQ) individuals call attention to the fourth challenge at UMass Boston. LGBQ respondents (24%, n = 57) were slightly more likely than heterosexual respondents (21%, n = 359) to believe that they had experienced harassment. Of those who believed they had experienced this type of conduct, 21% (n = 12) of LGBQ respondents versus 1% (n = 5) of heterosexual respondents indicated that this conduct was based on sexual orientation. A higher percentage of LGBQ respondents (27%, n = 63) believed they had observed offensive, hostile, exclusionary, or intimidating conduct *prior* to the last year than did heterosexual respondents (21%, n = 352). Almost three times as many LGBQ respondents than heterosexual respondents perceived they had experienced unwanted sexual contact at UMass Boston. LGBQ employees, however, were most likely to believe the workplace climate was welcoming based on sexual orientation when compared with other demographic groups.

The data also revealed several other areas where subsequent analyses are recommended. Specifically, these include (1) immigrant or foreign-born respondents including second generation, U.S. born people who are members of immigrant families; (2) persons with disabilities, disaggregated by physical disability, learning disability, and mental health/psychological conditions; and (3) age.

It was the intention of the CSWG that the results be used to identify specific strategies to address the opportunities for improvement facing their community and to support positive initiatives on campus. The results of this internal assessment are intended to help to lay the groundwork for future initiatives and for those initiatives to be included in the University's strategic plan.

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Appendices

Appendix A – Analysis of the Comments (Q109 and Q110)

Appendix B – Data Tables

Appendix C – Survey